

**Practices of English Medium Instruction at Community School**

2022

Sunita Shrestha

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

601 (S)

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Tribhuvan University,  
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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: 14/07/2022

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## **Recommendations for Acceptance**

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**Dedication**

Dedicated

To

My loving, caring and inspiring Family

"You, all are my inspiration and I am glad that your investment has not been in vain."

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## Abstract

This research study entitled **Practices of English Medium Instruction at Community School** was conducted to explore the practices of implementing EMI at community school. I used case study research design under qualitative approach to carry out this research work. The population of the research included a community school which is implementing EMI. The data for the study were four teachers who have been teaching in grade six selected as the sample for the study by using non-random purposive sampling. I conducted in-depth interviews with the teachers to elicit the required data. From the analysis and interpretation of the data, it was found that there was lack of teacher training for the EMI teachers at a community school. Likewise, it was also found that EMI enhances language proficiency of the students and it would be very much useful for their higher study, career development, personality development, and communication. However, it shows that due to the lack of sufficient knowledge of English language, reference materials, appropriate environment, teacher training, lack of ICT based materials and linguistics diversity, the practices of EMI seemed to be challenging.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objective s of the study, research questions, rationale of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter is about the review of theoretical as well as empirical literature and its implications for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study. It covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy, practice, and further research related recommendation based on the study. References and appendices form the concluding part of this thesis.

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## Abbreviations

Dr	–	Doctor
EMI	–	English as a Medium of Instruction
EFL	–	English as a Foreign Language
ESL	–	English as a Second Language
L1	–	First Language
NNEPC	–	Nepal National Education Planning Commission
SSRP	–	School Sector Reform Plan
MoE	–	Ministry of Education
MoI	–	Medium of Instruction
ELT	–	English Language Teaching
ICT	–	Information Communication Technology
T.U.	–	Tribhuvan University
NCF	–	National Curriculum Framework
NESP	–	National Education System Plan
SSDP	–	School Sector Development Plan
B.Ed.	–	Bachelor of Education
M. Ed.	–	Master of Education
L2	–	Second or Foreign Language
M I	–	Medium of Instruction
ELT	–	English Language Teaching

## Chapter 1

### Introduction

This is the study entitled **Practices of English Medium Instruction at Community School**. In this chapter, I have presented the background of the study, statement of the problem, significance of the study, delimitations of the study and operational definition of the key terms.

### Background of the Study

Nepal is a small developing country of different ethnic groups that were united to form a nation. Nepal is a multilingual nation because many languages are spoken in Nepal. Nepali is a lingua franca or language of communication or official language of Nepal but there are many other languages as well, like, Maithili, Newari, Bhojpuri, Tharu and others. Nepal is known in the world due to its cultural diversity, natural appearances, ancient monuments, and unity among people. Education is one of the basic needs of the human beings which are provided with the help of language. Education cannot be imparted without education. We express our thoughts, feelings, emotions and experiences through language. There are several languages in the world. These all languages have their own norms and values in terms of communication. Among them, English language has been used as a language in education in English as a Foreign Language (EFL) and English as Second Language (ESL) countries around the world. Harmer (2007) says, "By the end of the 20th century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language." (p. 17). English language is mother tongue for many people in the world as well as English language is used for international communication. English language will remain as a vital linguistic tool for many purposes such as international business, academics, tourism, and so on. Thus, English has gained the status of global language. Likewise, English language has its great impact in a multilingual, multicultural and multiethnic Nepal. People from different linguistic and cultural background lived in Nepal. However, English has been used as a medium of instruction increasingly even if it is a foreign language in Nepal. English as Medium of Instruction (EMI) was defined by Dearden (2014,) as "the use of English language to teach academic subjects in

countries or jurisdictions where the first language (L1) of the majority of the population is not English” (p.14).

The Nepalese education system is divided in to two sectors, private and public. In private schools, English language is used as the medium of instruction whereas in public schools, the medium of instruction is both English and Nepali language. In recent years, many public schools in Nepal have been shifting the medium of instruction from Nepali to English (Republica, 2016). Regarding this issue, Bist (2015) writes that the government of Nepal has made provision for community schools to shift the medium of instruction from Nepali to English. Many parents are happy with this decision and they have positive thinking about it. However, the shifting of medium of instruction from Nepali to English language has been a burning issue in the field of education now a day, especially in the community schools of Nepal.

### **Statement of the Problem**

Language is a very important tool for communication. Without language teaching and learning process cannot be possible. Hence, if a familiar language is used as a medium of instruction in schools it enhances effective teaching and learning, while if a non-familiar language is used as a medium of instruction it becomes a barrier to teaching and learning. If teachers and learners get confused with the medium of instruction, the teaching and learning process cannot be effective (Malekela, 2004). This means that the teaching and learning process will be effective, if a familiar language is used as a medium of instruction.

Nowadays, due to the global demand and importance of English, many community schools have been attempting to change the medium of instruction from Nepali to English. Private schools are providing education through English Medium (Bista, 2011,) and most of the parents send to their children to private schools. Students and their parents are attracted to private schools because they provide education through English medium and the number of students in community schools is decreasing day by day. So, the community schools also can shift the medium of instruction from Nepali to English language. “Many parents, schools and students are happy with this process” (Tiwari, 2016).

I have chosen this area for my study because recently many community schools of Nepal have been shifting their medium of instruction from Nepali to the English language; the intent of this study is to explore the challenges in using English as a medium of instruction in a primary school in Gorkha district.

### **Objectives of the Study**

This study had the following objectives:

- i. To find out the practices of English as a medium of instruction at a community school in Gorkha.
- ii. To find out the challenges faced by teachers to teach through EMI.
- iii. To suggest some pedagogical implications based on the findings.

### **Research Questions**

This study had found out the answers of the following questions:

- i. How do teachers use English as a medium of instructions at a Community school in Gorkha district?
- ii. What are the current practices of implementing of EMI at a Community school?
- iii. What are the major challenges faced by teachers to continue EMI program?

### **Significance of the Study**

This study will be significant for those who are interested in the challenges faced by teachers to continue EMI program. In the same way, the study will be an eye opener to better understand EMI for teachers and administrations. Thus, this study will broadly be fruitful to all those who are involved in the field of education. This study will be also equally important to the new researchers, who want to conduct research in this area.

### **Delimitations of the Study**

This study was limited to:

- i. One community school in Gorkha district that has implemented EMI for eight years.

- ii. The study was focused on the challenges faced by teachers in the use of EMI.
- iii. It covered grade six only.
- iv. The data were collected through class observation (at least 4 classes of four selected teachers) and semi structured interviews with those teachers whose class had been observed.

### **Definition of the Key Terms**

The key terms that were used in the study are listed and defined as follows:

***Medium of instruction.*** The term medium of instruction refers to the language used by teachers and students in the teaching and learning processes.

***English as medium of instruction.*** The use of English language to teach different subjects in schools is defined as English Medium Instruction. The study represents English Medium Instruction as teaching other subjects through English at school, a well-established practice.

***Community school.*** In this study, community schools are those schools that receive grant from the government and are managed by the SCHOOL MANAGEMENT COMMITTEE.

***Practices.*** The act of doing something again and again in order to learn or improve.

***Challenge.*** A challenge is something new and difficult which requires great effort and determination.

## Chapter 2

### Review of Related Literature and Conceptual Framework

This section includes review of related theoretical literature, review of empirical literature, implications of review for the study, and the conceptual framework.

#### Review of Theoretical Literature

Theoretical background plays very significant role in any research. It is the best way of finding out the gaps and problems to explore new ideas from the existing theories and finding. Therefore, a number of books, policy documents and writing related to the study were reviewed under theoretical literature.

**History of English language in Nepal.** After Jung Bahadur became Prime Minister, he understood the power of the Britain and maintained friendly relations with the southern power. He established a school to educate the children of Ranas in English. The school Jung Bahadur established was named Durbar High School in 1854A.D. The formal education in our country started with the establishment of Durbar High School. Similarly, the English language was introduced in the higher education after the establishment of Tri-Chandra college in 1918 ( Whelpton, 2005; Eagle, 1999 as cited in Weinberg, 2015, p.64). Nowadays, the English language is taught from nursery to bachelor level education as a compulsory subject as well as optional subject at 10+2, bachelor and university level.

**Medium of instruction.** The term medium of instruction is the language used for the teaching learning process. Teaching the language, or educational content, through the target language increases the amount of exposure the learners get to it and the opportunities they have to communicate in it., Therefore the language used as medium of instruction is better learn by the students. Learners collect information through language. Medium of instruction is supposed to be an enabling tool in the teaching and learning process. It should facilitate the learning of subject contents. A medium of instruction should be one which is familiar to the teachers and the learners if communication has to be effective

Medium of instruction is a vehicle through which education is delivered. The role of language of instruction can be compared to that of pipe in carrying water from one destination to another. Just as a pipe is an important medium in carrying water, and a copper wire an important medium for transmitting electricity (Qorro, 2006), the language of instruction is an indispensable medium for carrying; or transmitting education from teachers to learners and among learners themselves.

**English as medium of instruction.** English medium refers to the use of English to teach other subjects. Because of the global spread of English, several countries are starting English as a medium of instruction. Education in English is speeding around the world. At present both local and international schools implement English as a medium of instruction.

According to Phyak (2015,) English is the third language is for many students in Nepal and they do not need to use English in their everyday social interactions. In this regard, whether or not students have a better understanding of the content of teaching / curricula largely depends upon whether or not the language used as the medium of instruction in school is comprehensible to them. However, Dearden (2014,) writes:

There is a fast moving worldwide shift from English being taught as a foreign language (EFL) to English as the medium of instruction for academic subjects such as science, mathematics, geography and medicine. EMI is increasingly being used in universities, secondary schools, and even primary schools. (p.1)

### **Language planning and policy in education in Nepal**

*The National Education System Plan 1971* was in favor of Nepali language as the medium of instructions. It did not make English a compulsory school subject but made a provision to teach English or any of the United Nation Languages as an optional subject (NESP,1971). In addition to this the plan brought a drastic change in education system by reducing the weight age of English courses from 200 marks to 100 marks and it also reduced the credit hours of English from 15 to 10 from high school to university level (Sharma, 2015). The language planning in the sector of education is difficult in the context of multilingual country. Many ups and downs are found in language planning. Regarding that, Bist (2015, p.6) writes, *Nepal National Education Planning*

**Commission** (NNEPC, 1953) suggested that English needs to be started from grade four to bachelor level as a compulsory subject. However, through its report in 1956, the commission recommended to remove English from the medium of instruction, which was in practice since Rana Regime. However, recent amendment of the Education Act, 2028 has made the provision that Nepali language or English language or both languages shall be the medium of instruction in a school in its section seven, subsection one. Similarly, in subsection two we can find the policy of English language medium while teaching a compulsory subject of English. Therefore, this document of Education Act permits public schools to use English as a medium of instruction while teaching any academic subjects in the schools (Education Act, 2028).

**National curriculum framework, 2007.** National Curriculum Framework (2007) has mentioned that the use of mother tongue as a medium of instruction is effective and this attracts children to school as well. It is because, in the elementary grades, learning becomes more convenient due to the vocabulary of their mother tongue. Similarly, this document regarding the issues of medium of instruction mentioned that “mother tongue will be the medium of elementary education and the medium of school level education can be in Nepali or English language or both of them. However, in the first stage of elementary education (1-3) the medium of instruction will be in mother tongue” (p.34). From above provision, what we can say in that the children should be taught in their mother tongue in elementary education and medium of instruction in school level should be Nepali or English.

**Constitution of Nepal, 2072.** Constitution of Nepal (2072, p.22) states that every Nepalese community residing in Nepal shall have the right to Education in their mother tongue and for that, to open and operate schools and education institution in accordance with law. In the constitution of Nepal, we can see that all languages that are spoken in Nepal are taken as the languages of nation where as Nepali is the National language. Many languages are spoken in Nepal and some language has few speakers. To preserve their languages, all the language speakers have to speak their own languages. Therefore, the medium of instruction should be in their own language to preserve minority languages.

**School Sector Development Plan (2016 – 2023).** School Sector Development Plan (2016-2023, p.29) mentioned that, children will be assisted to acquire Nepali if it

is not their mother tongue and English is to be added as a second or third language to prepare students to use international language for their future social and economic advancement. By analyzing the plan, it can be said that its major purpose is to provide alternative options to select most appropriate language as a medium of instruction emphasizing the development of linguistic, social, and academic skills as well as economic advancement in the language that they speak and have to learn.

***Free and Compulsory Education Act, 2075.*** Free and compulsory Education Act 2075(2018, p.11) has state that, the medium of instruction to be provided by schools shall be the Nepali language, English language or both the languages or mother tongue of Nepali community. It means the medium of instruction in basic level can be the Nepali language, the English language or both languages and the learner's mother tongue. The medium of instructor can use different languages according to need of the students. However, this act also mentioned that, if a foreigner can study any other language subject instead of this, if he or she so wishes.

As provisioned in School Sector Reform Plan (SSRP, 2009) teacher training according to the demand of schools should be provided that, teachers can get basic communication skill in the English language. So according to the demands of parents and global market economy public schools have also implemented EMI. After realizing the aforementioned situation, the government of Nepal (MOE) has recently announced to make English the primary MI at all government run schools in a decade's time (Bist, 2015). The purpose of MOE has received mixed feedback.

**Preparedness for EMI.** There are so many elements which influence the success of teaching and learning with EMI. Language planning and policy of national level, socio political context, institutional policy, resources and manpower in relation with other institutions, parents, school environment and community are some of them. Perception is an important element in EMI because it affects learning, performance, and achievement. To provide the good experience in EMI, creation of good surrounding environment and appropriate opportunity to practice the English language could promote enable students the positive perceptions of EMI.

Since traditional teaching methods do not allow teachers and students opportunity for a maximum second language acquisition and literacy, learner centered

activity-based teaching methods which provide them with opportunity to take a full advantage of bilingualism and bi-literacy are worth introducing (Ibrahim, 2001). A conducive atmosphere for learning should be established both in and outside the classroom. The policy is one of the factors for the institution to create effective learning in the classroom setting. For this, the textbook writer's and syllabus designers should be conscious about the classroom realities while designing the syllabus, writing the teaching methods. Likewise, the culture of co-operation between novice and experienced teachers should be developed in school environment. Furthermore, the supporting from the parents is also the factors that enhanced learning of each student. So, school should coordinate with parents for each action to provide quality education to provide quality education through EMI (2012).

**Communication skills.** According to Hornberger (2002), teachers' explanation and questioning skills are required for teacher communication to be effective. This means that it is necessary to examine teaching and learning as an essential communication process which requires developing the teacher's communication skills, through involvement in communication-oriented learning activities both in and outside the classroom. This would serve as a means of sharing and articulating knowledge between the teacher and the pupils in the teaching and learning process.

The ability to communicate effectively is an essential skill in today's world. Communication is a dynamic process and now teachers and students communicate with each other in the classroom makes a different learning. Because of poor communication skills, teachers find it rather difficult to explain the meaning and application of new concepts to the students, yet student's questions and requests for clarification are a positive sign of their attempts the externalize and or organize knowledge.

### **Review of Empirical Literature**

Many research studies have been carried out on the use of English language in the field on education. Some of the studies related to this study are reviewed as follows:

Bhatt (2012) conducted a research on "Shifting the Medium of Instruction in schools." His main objectives were to find out the major challenges that teachers faced after changing the MOI. He used questionnaire and semi structured interview to obtain

the data from forty respondents selected purposively. They were four administrators, 16 teachers and 20 students from public schools of Kathmandu district implementing EMI. He found that shifting the medium of instruction occurred to the surrounding English atmosphere of the private schools and dominant use of the English language in the world. He found that almost all of the respondents were happy with the new medium and the students' enrollment after shifting the medium of instruction was high.

Singh (2014) conducted a case study on "The role of English medium schools to enhance speaking proficiency". The main objective of this study was to find out the role of English medium school to enhance students speaking proficiency in the use of English language. He used observation checklist as a tool for collecting data. He observed 4 students in a school for 30 days. This study found that the language used by students in formal situation was accurate and contextual. They were fluent and feeling no hesitation. The language used by the same students in informal situation was found grammatically erroneous and they were also found mixing codes. It was also found that, due to English medium school, they developed confidence and did not hesitate while using English. Nevertheless, this study did not focus on issues in implementing EMI in public schools of Nepal.

Bist (2015) conducted a study titled "Shifting the Medium of Instruction in Nepalese Schools; an Attitudinal Study of ELT Practitioners." The main objective of this research was to find out the ELT teachers attitude on shifting the medium of instruction from Nepali to English language in school of Nepal. He used open ended questionnaires to collect data from 40 respondents including ELT practitioners from Kathmandu district. This study found out that enough had to be done before implementing EMI in government –aided schools. He also found that English language was helpful to the student's higher study and career, though it was found to be a threat to our national or local languages by its exclusive use without appropriate planning.

Dearden (2014) conducted research on "English as a Medium of Instruction – A Growing Global Phenomenon" to map the size, shape, and future trends of EMI worldwide. Data were collected from 55 countries including Nepal by using open ended questionnaires. This study found that the general trend is towards a rapid expansion of EMI provision. There is official governmental backing for EMIO but with some interesting expectations. In many countries the educational infrastructure does

not support quality EMI provision: there is shortage of linguistically qualified teachers; there are no stated expectations of English language proficiency; there appear to be few organizational or pedagogical guidelines which might lead to effective EMI teaching and learning; there is little or no EMI content in initial teacher education programmes and continuing professional development courses.

Baral (2015) carried out the study on “Expansion and Growth of English as a Language of Instruction in Nepal’s School Education towards Pre-Conflict Reproduction or Post Conflict Transformation” to examine the role of English as a language of instruction critically in Nepal’s education and how it can affect the quality of teaching and learning. Similarly, he attempted to find out the English language classroom realities and its effect in teaching and learning as opposed to a familiar language Nepali. It is a qualitative field research conducted in three cities in Kathmandu, Pokhara, and Surkhet in Nepal. Observation notes, focused group, discussion, and interviews were the tools for data collection. He found that the current trend of growth of budget English medium schools and expansions of EMI to government schools does not address the need to educational reform and end the two-tier inequality so as to contribute to a post conflict situation.

Khatri (2015) wrote an article based on his EMI classroom observation on, “EMI in Nepal: A Passport to a Competitive World or a Commodity to Sell? A Case Study”. His main objectives were to find out the primary motive of shifting the MOI in Solukhumbu. In his research, he observed many EMI classes in Solukhumbu district during 2014/2015. Then he found the primary motives of shifting into EMI were, increasing student’s participation, enhancing quality of education and improving performance of the schools. He also found that public schools adopted EMI so that they could acquire more quotas for new teachers from the government. More strikingly, he found the teachers taking for granted that teaching of English helps students find job and participate in global community and believing that students’ progress in the English language contributes to more access to information and knowledge.

In the same way, Dhakal (2016) conducted a research on “English as a Medium of Instruction (EMI) in the Government school: Teachers perception and the Use.” The main objectives of his research were to find out the Teachers perception about English as a Medium of Instruction in the Government aided schools. Regarding methodology,

he used survey design to undertake his study. The population of his study involved all English language teachers who were teaching English at secondary level in four government aided schools in Dhading district, and their respective students. He purposively selects four secondary and lower secondary level schools and ten English language teachers from each school of Dhading district. He used questionnaire and classroom observation form, and diary note to take the responses of the teachers. The major findings of his research were, mainly primary and lower secondary level teachers felt difficulty to teach through English medium in the beginning therefore, senior teacher and school administration should help them in teaching and student gets benefit through English medium although they felt difficulty to understand the content. The study suggested that, students should be encouraging and motivated towards English. The textbook also should be prepared in simple language that helps the student to understand the content.

Sharma, (2019). In her M.Ed. thesis entitled “Implementation of EMI in Public Schools” the main objectives of the study was to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. Population of her study was primary level teachers from public schools. Among them four teachers were selected as the sample population using purposive non-random sampling procedure. She had use interpretative research design under qualitative research. And her data collection tools were in-depth interview and classroom observation which was held in natural setting. She took four face to face interview and observed their classroom teaching and setting. What she found from this study is students are motivated towards EMI so that the number of students is increasing to public schools where EMI implemented. But there are many challenges to implement EMI successfully because of teachers from Nepali language backgrounds, lack of proper support from school administration community and governmental side to develop teaching materials for EMI implementation. And another main and worst finding of her study is that, there is no real practice of EMI inside the classroom. It is seemed as fashion. The conclusion of this study is that the EMI implementation was very challenging even though it has several benefits. She recommend to policy level is that, school management committee should organize teacher training sessions, workshops, seminar related to EMI. Government should provide teachers’ guide in English medium too.

Bhandari,(2000) carried out an experimental research entitled “Effectiveness of Instruction in Teaching English Preposition: A practical study.” The main objective of this study was to find out the effectiveness of medium of instruction in teaching English preposition. Pre-test and post-test were the research tools for data collection and data was been interpreted using quantitatively using statistical tools. In this research, He has concluded that the students taught through Nepali medium, performed nearly double than the students taught trough English medium. Similarly, he found that teaching English preposition through Nepali medium is far better than teaching English preposition through English medium.

Karki (2021) conducted a study on "Role and Impact of EMI in Public Schools". The main objectives of this study were to find out the role of EMI in public school, to find out the impact of EMI in public school and to suggest some pedagogical implications on the basis of the findings of the study. This is the case study adopted as a research design he used interview observation and documentation as a main tools of data collection. He used non- random sample purposive sampling strategy. A public school of Kachankawal Rural Municipality of Jhapa district was the sample and sample populations were the head masters teachers and ten students of that school. Incensement of the students, prestige, competitive in institutional market, new technology access and friendly quality education are the major roles he found in his findings. His study focused on the positive and negative impacts of EMI on public schools.

Although many studies have been conducted regarding the shift in the medium of instruction and associated challenges, in the field of education, these studies are not able to portrait the real classroom practices of EMI in Nepalese public schools. Therefore, this study aims to find out the Practice of English Medium of Instruction in a government-aided School of Nepal.

### **Implications of the Review for the Research**

Literature review is an important part of the entire research process. The most important function of the literature review is to ensure researcher read widely around the subject area in which he/she is interested. I reviewed some studies which were already done and recommended some possible researchable topics. These

recommendations helped me to come to know the gap between what has already been said or found out and what required more research.

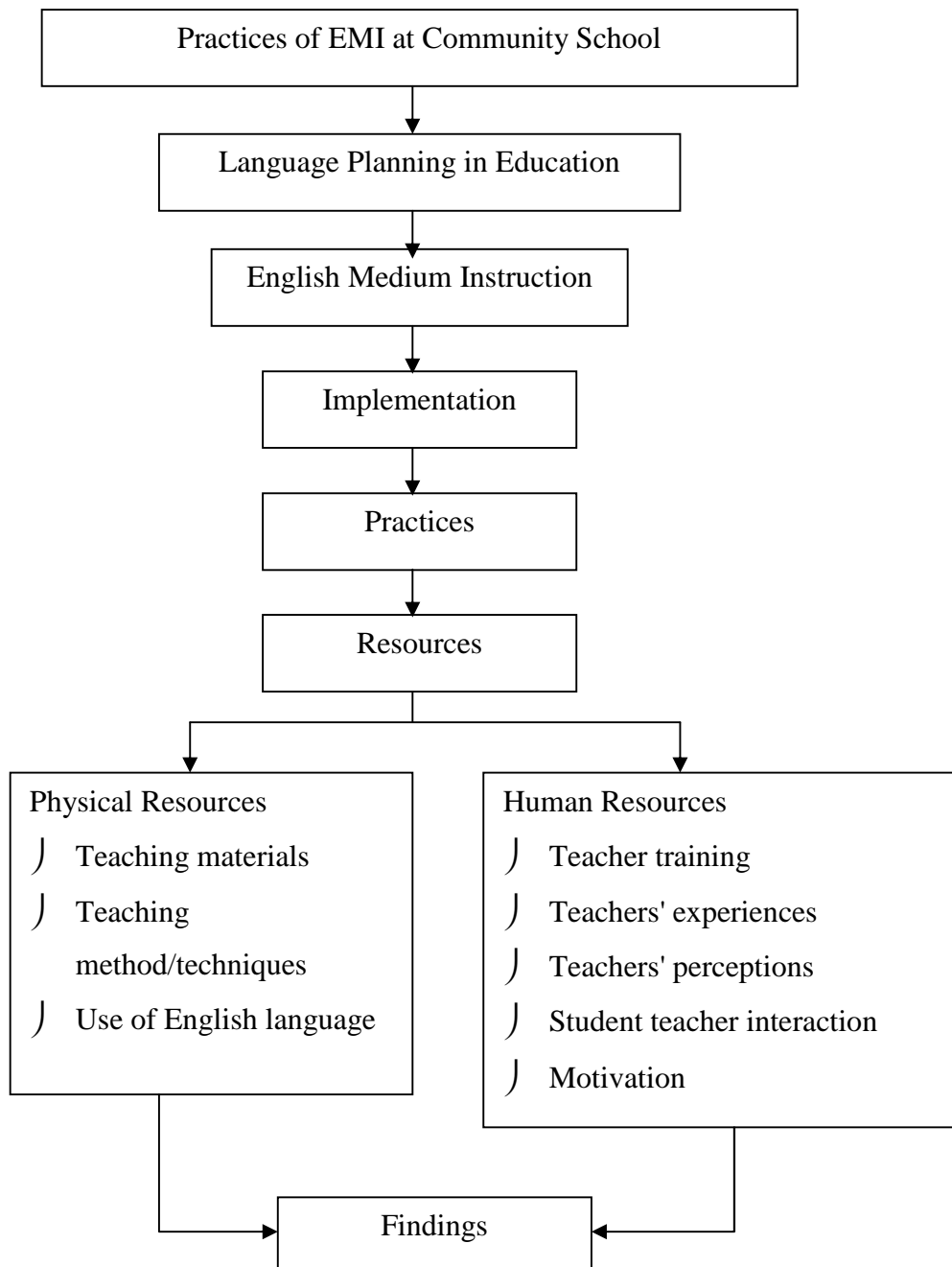
The theories and research reviewed above are relevant to this study. They are related to the role of English language in EFL/ESL context and issues related to the use of English language in the field of education. The theories reviewed in this study talked about English language teaching process in Nepal, policies regarding language in education, English language teaching through content and shift in MOI in public schools on Nepal. Similarly, 'different perspectives toward EMI, policy and practice and challenges of EMI in the Nepalese context and role of EMI to develop speaking skill in students have been examined. Various perspectives toward EMI were presented in the literature review section.

Thus, previous research studies and books related to the present study were reviewed (e.g., Constitution of Nepal 2015 for theoretical understanding of the study. This review has provided me with the theoretical background and broadened my knowledge of EMI. In this regard, Dearden (2014) mainly provided me the global scenario of the case of EMI. Likewise, the review of Empirical literature (e.g., Bhatta 2015) helped me develop conceptual framework and bring more focus on the research problem. It also helped me design the effective research tools for.

In other words, the theories and research reviewed above are relevant to this study. The theories reviewed in this study talked about English language teaching in Nepal, policies regarding language in education, English language teaching through content and shift in MOI in community school of Nepal. Most of the research works that I have reviewed just asked the perceptual studies that did not talk about the challenges related to EMI. The review helped to bring more focus to my study towards practice level.

## Conceptual Framework

The conceptual framework is the basis for addressing the research problem. It is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. The following is the conceptual framework of this study:



## **Chapter 3**

### **Methods and Procedures of the Study**

This chapter presents the methodology that was adopted to fulfill the objectives of this study.

#### **Research Design and Method of the Study**

There are several designs in practice. This study was based on case study research design. This study was focused on the practices of English Medium Instruction at a community school. For this purpose, it is necessary to collect factual and in-depth information. The case study research is appropriate for this purpose. Case study researcher typically observes the characteristic of an individual unit deeply and intensively through observation (Cohen, Manion & Morrison, 2010). Therefore, this study requires cases study research design for the fulfillment of the objectives as the objectives of EMI practices in the public school.

A case study is the study of a process or record of research into the development of a particular person, group, or situation over a period of time. Young (1998 as cited in Ojha & Bhandari , 2013) mentions that case study is the method of exploring and analyzing the life of a social unit. It studies the background, current status and environment intensively to describe the complexity and dynamic nature of particular entity. It provides a unique example of real people in real situation and establishes cause and effect recognizing that content is powerful determinant of both causes and effects in my research. I employed case study design and collected data through semi structured interviews and observation for getting in-depth information.

#### **Population Sample and Sampling Strategy**

The population of this study involved the community school that implemented English as Medium of Instruction. One of the community school of Gorkha district which is implementing EMI was selected purposively as a unique or typical case. The sample was four teachers from EMI implemented a community school for in-depth interview. I had chosen three non- English subject teachers (Science, Math and

O.B.T.E) and one H.P.E teacher for classroom observation by using purposive sampling procedure.

### **Data Collection Tools and Techniques**

This study used class observation and semi-structured interviews as the research tools for data collection. Some basic questions for interview were predetermined and other questions were asked on the basis of the participant's responses. I selected four teachers teaching at grade six and observed four classes of each of them.

### **Sources of Data**

Data are the raw materials for research through which existing situation of EMI and perceptions of the participants are collected, interpreted and generalized. Both primary and secondary sources of data are essential in research for getting first and second hand information of the problem designed to research.

**Primary sources of data.** The primary sources for data of this study were four teachers from a community school, in Gorkha district EMI has been implemented for eight years. The names are given as Teacher S, Teacher M, Teacher H, and Teacher O. Three of them were males and one was female. Teacher S has completed Bachelor's degree in education majoring in Science and was teaching Science. He was a temporary secondary level teacher of Science and had teaching experience of 3 years in Shree Shailaputri Secondary School. He started his teaching journey from private boarding school. He was truly satisfied with his teaching profession. Teacher M had completed +12 in Mathematics and had been teaching since 2014 AD. Although he was a permanent teacher of primary level, he was teaching at basic level too. Teacher H had passed B.Ed. in English and had teaching experience of 5 years. She was teaching English and HPE subjects in this school. She was also temporary teacher. Teacher O had passed Bachelors of Education. He had long teaching experience of 12 years. He started to teach from Nepali medium school and in the selected school, he was teaching O.B.T.E subject to the basic level students.

**Secondary sources of data.** The secondary sources of data were obtained from books, textbooks, and journals. Some of the useful resources involved, Bhatt (2012),

Bhatt (2013), Bist (2015), Bist (2011), Dearden (2014), Harmer (2007), Malekela (2004), Ojha (2013), Phyak (2015), Puteh(2013), Young (1998).

### **Data Collection Procedure**

First, I visited the selected community school of Gorkha district and explained the purpose of my visit, asked for permission with authority, and built rapport with the teachers. After obtaining the permission, I collected the data from class observation and interviews with the selected teachers. I audio recorded the class observations and interviews with the selected teachers. The interviews were transcribed and translated in to English. The transcribed interviews were analyzed descriptively and presented thematically.

### **Data Analysis and Interpretation Procedure**

The collected data through interviews and classroom observations were analyzed thematically and descriptively.

### **Ethical Considerations**

Ethical considerations are specified as one of the most important parts of the research. According to Bryman and Bell (2007) research participants should not be subjected to harm in any ways whatsoever I obtained approval for this study from the committee of the Department of English at Tribhuvan University. After obtaining the approval, I went to the selected community schools of Gorkha district where EMI has been implemented continuously for eight years. Then I met the potential participants clarified the purpose of this study after getting permission from the concerned authority in the selected school. I provided them with a participant information statement and a consent form, given them 3 days to make decisions about their participations in my research study. Finally, all of the participants were assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publication resulting from the thesis.

## Chapter 4

### Results and Discussion

This chapter includes the analysis and interpretation of the collected data from the sample.

#### **Analysis of Data and Interpretation of Results**

This study was based on case study research design and involved the collection of qualitative data. So, the qualitative data were collected through classroom observation and semi structured interviews and analyzed descriptively.

The collected data have been analyzed on the basis of following themes:

1. Teacher training regarding EMI practice.
2. Teachers' perception on teaching English
3. Use of ICT device in the EMI classroom.
4. Uses and perceptions of teachers to instructional material in Emi classroom
5. Practices of EMI.

**Teacher training related to EMI practice.** Teacher training is a key to be successful teachers. It is very much essential for teacher's professional development. Most of the teachers get their first training at college by taking course of education faculty. But training related to EMI practice might help teachers to create positive learning environment in Nepalese EMI classroom. There are a lot of challenges to manage the multilingual, multicultural and multiethnic classroom. In the Nepalese context, English is foreign language. EMI teachers must deal with various issues to teach the students of diverse proficiency levels. Therefore, adequate teacher training is necessary for all levels of subject teachers. Training is essential to maintain quality of education. It is believed that without teacher training teachers cannot fulfill the objective of the EMI implementation in community schools of Nepal. To implement EMI successfully, there should be trained and skillful teachers. Trained teachers can tackle the all kinds of problems, which occurs in classroom teaching.

To know the fact of teacher training related to EMI, I asked the teachers 'Did

you take any professional training related to EMI?’ The teacher responses showed that three of them had not received any training, as can be seen below:

Teacher S: *“No mam, I have not taken any training especially for language until now but I am interested very much to take EMI related training. It would be better if the government organized such training soon.”* (Teacher S)

*“No mam, I have not taken any of training related to EMI. I am very much interested to take EMI related training.”* (Teacher M)

*“Not exactly EMI related training, but I am from Education faculty so I am trained professional. But, Government should conduct training related to EMI implementation for all teachers. It could be fruitful for all schools.”* (Teacher H)

Only one of the teachers talked of receiving training, as can see in the following quote:

*“Yes mam, I have taken professional training related to EMI organized by foreign project. It has helped me to broaden my skill and knowledge. In our context, EMI related training is essential. So, government should be conscious about it.”* (Teacher O)

From the above interview data, I can say that only one teacher was involved in the training regarding how to teach in EMI. The teachers were not satisfied with the provision of teaching in English because they did not receive any training. Instead, they felt various sorts of difficulties to deliver lesson in English because of the lack of training.

They believed that training was the foremost important thing for the effective implementation of EMI. We can imagine that without training how can the teacher teaches the students in English. The implementation of EMI seemed to be difficult without proper training and qualified human resources.

### **Teachers' perceptions of instructional materials in EMI classroom.**

Material is an effective source to deliver the content knowledge in the particular

language. Teaching materials are tools or instruments used by a teacher during his / her classroom teaching to make teaching and learning comprehensive, effective, and purposeful. Use of teaching materials in classroom teaching supposed to bring the outside world into the classroom. Teaching materials are of three types: audio, visual and audio- visual. These all types of materials are very much important to make teaching and learning effective, entertaining and long lasting. Sometime, when language fails to convey certain ideas accurately, teaching aids are helpful. Teachers might not be able to motivate the students without proper use of EMI related teaching materials. Teacher is not an expert in everything. In this case, the use of teaching materials creates context for, teacher teachers and students to get actively involved in the learning activities. Therefore, teacher should have proper knowledge of using EMI materials suitable to the topic of discussion and situation.

In this regard, I asked the interviewee about teaching materials related to EMI and current situation of supporting hands like; community, school administration and government.

*Our school is EMI School. We have projector in few of classrooms. Sometimes, I make slides and use videos and related materials as per the need of the lesson. I am using as much as possible. (Teacher S)*

*In our school different solid objects are available. Government, community, school administration, Nepalese and Foreign agencies like Ekikaran Nepal, and Room to Read donated various types of teaching materials. Like, laptop, projector, and computer. Here is not internet access therefore, while teaching math, I frequently use teaching materials like compass, ruler, protractor or whatever available. (Teacher M)*

*“School provides teaching materials to us. I generally use modern teaching materials like; laptop, mobile phone etc. I use laptop for showing offline videos and mobile phone to search meaning for difficult words if necessary.” (Teacher H)*

*“Our school has different teaching materials which are found in the present era. I have no any idea about how to use laptop and projector. So; I only use*

*other authentic materials like textbook and handwritten materials.” (Teacher O)*

Here in data collection process, I observed the classroom teaching of four teachers to find out the practices of EMI at community school. I observed the classes of basic level (class- six) Science, Mathematics, Health and Physical Education and Occupational Behavior and Technical Education. Three of the teachers were not fully dependent on the textbook as teaching materials. However, Teacher O was fully dependent on textbooks. The only materials he used were board, marker, and duster. Teacher S and Teacher H sometimes used multimedia projector to motivate the students just for few minutes and Teacher S also showed some lesson related pictures and offline videos of science experiment. They both used daily used teaching materials. Students seemed to be motivated where there was the use of multimedia projector.

In this way, interview with the teachers and their classroom observation showed that, four teachers involved in this study used easily available materials and sometimes used multimedia projector and mobile phone as teaching tools. However, one of the teachers was unable to use ICT devices because of the lack of knowledge about it. Therefore, he relied on the textbooks only.

**Perceptions of teachers teaching English.** Perception is an important factor in EMI because it impacts in teaching and learning process. The impact of English means that in many educational contexts, there is a rapidly growing tendency for English to be adopted as the medium of instruction even when a majority of the population speaks local language because the people perceive English as an important language.

In the research, all four teachers responded that implementation of EMI was good as well as beneficial for effective teaching and learning. Phyak (2017) also revealed that community school is adopting EMI policy to help ‘students develop their English language proficiency.’ However, some of the participants in Phyak’s study perceived that the selection of their first language as medium of instruction can be considered as the best way to express their feelings, inner voice and to develop the proficiency of that particular language. Therefore, I asked the teachers about their perceptions of English language proficiency and English as a medium of instruction. Their responses are presented below:

*We try to do best for the success of EMI course in our school. We try to make our school is in English environment. In the classroom, we discussed the lesson in the English language. However, the students do not understand us so, we also use Nepali language as well. (Teacher S)*

*I studied in a community school. Therefore, because of the lack of teacher training related to EMI, I also feel it difficult to teach Mathematics through the English language. But, I have tried to give my best. I select a simple words and easy meaning while teaching. If the students are not able to understand, I select the words that are easily understood. (Teacher M)*

*I think it is very good to teach in English language because we have to develop English as its importance is increasing in the world. I think it is beneficial for teaching and learning. (Teacher H)*

*English is an international language. It is spoken all over the world. It is medium of communication all over the world. So, it is beneficial language for teaching and learning activities. (Teacher O)*

The above quotes from the participants show that one of them had negative perception of teaching different subjects like; Mathematics, Science, H.P.E and O.B.T.E through English language. During the classroom observation, I found that they tried to speak in English. They used simple words. When some students were unable to understand the subject matter, they described it through the Nepali language too. I also found that the EMI teachers felt uncomfortable while using English language outside the classroom.

**The use of ICT device in the EMI classroom.** ICT has become an important and integral part of the curriculum of teacher Education. By using ICT technology and tools such as computer, laptop, digital, camera, video, internet, websites, CD rooms, DVDs, application of software such as word processing, spread sheet, e-mail, digital libraries, computer mediating conferencing, video conferencing, projectors etc. we can overcome several barriers in communication and instruction. ICT can be used as a tool for training and supporting teachers, regardless of their geographical dispersion if they are connected to the internet.

During my classroom observation in the first day of Teacher S's class, the teacher did not use any kind of ICT device like computer, laptop, digital camera, etc. He only used materials which were available. Teacher M also did not integrate ICT device in the lesson. However, Teacher H used mobile phone for searching the meaning of difficult words. Mobile phone is also an ICT device so he integrated the ICT device in my first day of his class observation. Teacher O also did not use any kind of ICT device.

In the second round of observation, I found that Teacher S used laptop for showing offline videos which were related to the scientific experiment, Teacher H used his laptop for showing different kinds of exercises related pictures like the exercise which are done by hand and legs and Teacher O also used his laptop for showing different sample of occupation like related to medicine, engineering, agriculture and education sectors. However, Teacher M, he did not use any kind of ICT devices. The class observation showed that three teachers integrated ICT devices for motivating their students. But one teacher did not use any kind of ICT devices because he did not have the proper knowledge about using them. So, I concluded that the community schools have ICT devices. However, some teachers are unable to utilize them due to lack of ICT-related knowledge and skills.

**Classroom Practices.** This section is concerned with the practices of EMI at basic level in community school. In this study, I observed the classroom of selected participants and they were asked questions to find out the current classroom practices of EMI in community schools. The following sub-sections discuss the current practices of EMI.

***Use of language in classroom.*** Education as seen as a developmental process of change for the better in the interest of the society that designs it and the individual that perceives it. In order to develop impart effective education for helping students to develop communication ability in international language; the government has brought EMI policy in Nepal. According to Phyak (2015, p 3) in 2003, the ministry of Education (MOE) revised its existing policy of teaching English from grade 4 and introduced English as a compulsory subject from the first grade. Although the government has implemented English in teaching, Phyak (ibid.) argues that the teachers should not force the student to speak English only in their class, rather they should purposefully use Nepali to push them towards speaking English. It means, to use bilingual approach is

the best way in teaching rather than monolingual approach of the English language. Hence, one of the main concerns of this study was to find out the practices of language in classroom. Therefore, I observed four classes of the selected teachers.

In my classroom observation Teacher S wanted to use English only in the class while teaching. However, students appeared to be unable to understand so he used Nepali language for describing the lesson. Although in Teacher M tried to use the English language his pronunciation was wrong in many cases. So, it appeared that the teachers who were non- English background had difficulty in teaching through English. Teacher H also used the English language in her class and was comparatively better than others because she had English background. Teacher O also delivered the subject matter well through the English language.

This shows that the teachers were using bilingual approach in teaching. Although one of the teachers acknowledged the importance of English and using English only in teaching, I found it was difficult to teach only in English. The bilingual approach was common.

***The use of teaching technique.*** According to Edward M. Anthony (1963), “a technique is a trick or strategy or tactics used by teachers to achieve maximum results immediately in teaching a specific part of a language” (as cited in Aziz et.al. 2016, p.156). So, teaching technique can be generally understood as the strategies or the planning of teaching such as teacher-centered, student-centered, and material-centered. During my class observation, I found that all four teachers taught the lessons by linking it to previous teaching and learning. They also used a variety of activity and questioning technique, instructions and explanations.

The teachers involved all the students in teaching and learning activities They used the teacher-centered method to teach at basic level where EMI was been implemented. It can be concluded that the teaching session will be successful with the selection of teaching methods and techniques that can have a profound impact not only on the understanding of students. Hence, selection appropriate technique is the best way for the proper implementation of EMI.

***Motivation of the students inside the classroom.*** Motivation is a kind of internal drive that encourages students to engage in learning. Motivation is beneficial to make teaching and learning process purposeful. For effective teaching and learning activities motivation is necessary. Without students' active participation teaching and learning activities, it is not possible to make teaching learning fruitful because both students and teachers are equally responsible for the effectiveness of learning. In this way lecture is not fruitful in EMI practice and it is not a successful teaching method. So, the student's active participation is essential to make teaching and learning and English language productive.

In my classroom observation, Teacher S was well-prepared with lesson plan, teaching materials. In his classroom students were motivated and curious to learn with full attention. Most of the students participated in discussions. However, Teacher M and Teacher H did not appear to be well prepared. They entered into the class without any lesson plan and teaching materials and their classes were so noisy and lack of student's discipline. The teachers entered into the classroom and wrote the topic on board and started to give lecture about the topic. Teacher O started the lesson by presenting one warming up activity.

I found that almost all the teachers used teacher-centered methods. One teacher was used student centered teaching; there was active participation of students and teachers. I have also observed that some students were silent and did not ask questioned in which they were confused. The main reason of being silent might have been the problem of English language although the Nepali language was also used during the class. Some students were discipline, they were listened to their teachers attentively and asked questioned related to the subject matter being discussed. They also answered to the questions that teachers asked.

**Student teacher interaction in the EMI classroom.** Interaction is a kind of action that occurs between a teacher and student(s) or between students. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. The term classroom interaction refers to the interaction between the teacher and learners, in the classroom. Classroom interaction focuses on the language used by the teacher and the learners, and the interaction generated. I asked the selected teachers about classroom interactions in their class. Their responses are presented below:

*Interaction means involvement with someone or something. My teaching subject is Science. Science subject is subject of scientific facts so, the words used here are quite difficult. In my classroom teaching, students are not interacting with me because they feel difficult with language. I ask some questions to them they can try to give answers using the Nepali language.*  
(Teacher S)

*In my classroom teaching, students actively interact with me. When they do not understand, they ask for repetition so, in my class students interacts with me.*  
(Teacher M)

*Interaction refers to communication between two or more people. I always interact with my students in my classroom teaching.* (Teacher H)

*Interaction is a two-way communication and discussion between teacher and students. Interaction is based on the subject matter. Yes, I am an O.B.T.E teacher of class six. This is the behavioral and practical subject. In this class, most of the students are active and interactive but few are demotivated and passive. They hesitate to answer the questions asked by the teacher.* (Teacher O)

During my observation, I found very little interaction in Teachers S's classes. When he was teaching "Movement of Animals" in his science class. Although he wanted to fully interact with his students about the movement of animals, students did not engage in interaction. The teacher also checked their homework. He revised the previous lesson. To motivate his students, He discussed the whole lesson by showing related picture of movement of animals. Most of the students listened to him and some students interacted with him.

From class observation of four teachers, I found that teachers were more active than students. Mostly there was one-way communication in the classroom. The teachers gave the class work to solve the exercises but students were unable to solve it and teachers themselves solved the problems.

## Chapter 5

### Findings, Conclusion and Recommendations

This chapter deals with the conclusion of findings, pedagogical implications and the recommendations for further improvement.

#### Findings

Language is not only a means of communication; it is also a vital tool for human progress in academic, business, tourism, economic sectors to name but a few. Among the major languages spoken around the world, English is one, which has its influence all over the world. The sector most influenced by English language is education in EFL and ESL countries in the world. English has a great impact in the private sector of education for a long and gradually it has influenced the public sector of formal education of Nepal.

The main motto of this study was to identify the practice of English Medium Instruction in a Community school. It was a qualitative case study research of Gorkha district to fulfill the determined objectives. I collected data by classroom observation and interviews with four teachers who taught at grade six at the selected community school. Data were analyzed and interpreted qualitatively in terms of practice of EMI at basic level. From analysis and interpretation of the collected data, it is concluded that the EMI implementation was challenging in the selected community school.

Firstly, basic pre-requisites for the EMI implementation were not managed in the selected community school of Gorkha district. The teachers put their dissatisfaction in the improper management for EMI implementation. One teacher perceived that he was unable to deliver lesson through English. However, he was involved in EMI instruction. Thus; they had the problem of language. The teachers were teaching in Nepali medium using traditional teaching method and lecture method. They seemed to be unknown about the suitable method and techniques to EMI implementation; shifting medium of instruction from Nepali to English appear to bring difficulty to teachers and the students both although they thought that English medium instruction was necessary.

Similarly, there were problems of availability of EMI related teaching materials, which are essential to make EMI classes effective. Similarly, there was the lack of qualified teachers at basic level because three of the four teachers involved in this study did not have English background. It becomes major problem for EMI implementation in community schools.

Finally, this study concluded that, although there are so many advantages of implementing EMI at basic level in schools of Nepal, there are so many challenges that occur while implementing EMI. The practices of EMI in community school are not satisfying.

### **Conclusion**

The main motto of this study was to identify the practices of EMI at community school. It was a case study research of Gorkha district to fulfill the determined objectives; I collected data by interview and classroom observation of basic level teachers from a community school. Data were analyze and interpreted qualitatively in terms of practices of implementing EMI at basic level. From analysis and interpretation of the collected data, it is concluded that the practices of EMI at community school is not satisfying.

Firstly, basic pre- requisites for the EMI implementation were not managed at community school in Gorkha district. All of teachers put their dissatisfaction in the improper management for EMI implementation. EMI related teacher training is necessary. Not all the teachers but some of teachers were not capable to teach in English medium. They had the problem of language and classroom controlled ability. Some of the teachers were teaching in Nepali medium using traditional teaching method; GT method and lecture method. They seem to be unknown about the suitable method and techniques to EMI classroom teaching. So without proper management of pre- requisites for EMI implementation, shifting medium of instruction from Nepali to English brings difficulty to teachers and the students both. For the better result in EMI implemented school, all the concerned sectors should pay due attention towards the quality of management.

Similarly, there are problems of unavailability of EMI related teaching materials, which are essential to manage before start EMI classes. Many of the teachers teach with the help of mobile and internet by searching in Google. Teachers were putting their dissatisfaction in absence of teacher's guide in English medium, which can be very much helpful resource to the teachers. So that, government, school administration, community, school management committee, and all other responsible bodies should pay due attention for the development of EMI related teaching materials for the practical and quality education in EMI.

On the other hand, there was lack of qualified teachers most of the teachers were from Nepali medium background. It becomes major problem for EMI implementation at community school. Basic level is time of base building for future. Low quality of EMI implementation creates problems for further education. So that , all the responsible sectors should be aware about it and should manage the language training for the teachers before implementation of EMI.

Finally, this study is concluded that, there are so many advantages of implementing EMI at basic level in schools of Nepal. However, there are so many challenges occur while implementing it. The problems will be possible to overcome if the concerned sectors especially government pay due attention towards successful implementation of EMI at community schools.

### **Recommendations**

Conclusion of this study showed that to implement EMI effectively, community school, student, teacher, parents, and School administration should be equally responsible to implement EMI effectively. Based on the findings of the study, implications related to policy, practice, and further research.

#### **Policy related**

- i. To successfully EMI implementation, EMI-related training for teachers is essential.
- ii. Unplanned policy of EMI implementation is more dangerous for the children future therefore; EMI should be implemented with proper management of

pre-requisites.

- iii. Sufficient reference materials should be developed and distributed to the community schools.
- iv. National level seminars and workshop related to the EMI should be conducted with coordination to the NCED.
- v. School management committee should appoint the qualified and experienced teachers.

### **Practice related**

- i. Teaching and learning should be in child friendly and practical.
- ii. Student's participation in discussion is necessary to get better results. Teachers should interact with students in the English language whenever possible and use the Nepali language if the students are unable to understand the subject matter to facilitate their learning. Teachers must pay more attention to the weak students who are not taking part in discussion.
- iii. Teachers should address the learner's needs and interests in the classroom as well they should behave in friendly manner with learner.
- iv. Similarly, the interaction between teachers and students and students should be promoted.
- v. By analyzing data collected by interview and classroom observation, what I found is that, there is no real practice of EMI at basic level. To get better outcome, teacher should use English medium and they should make students engage and understand the language as well as content clearly by using simple language.

**Further research related.** The present study entitled "Practices of EMI at Community School" would be highly recommended for the further research. This study involved four teachers from a community school in Gorkha district. Therefore, the findings obtained from this small sample may not generalize in other contexts. Therefore, it is necessary to conduct further research by involving a large sample of schools by involving both teachers and students.

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## **Appendices**

### **Appendix I**

#### **Practices of English Medium Instruction in Community School**

Dear Sir/ Mam

Interview and classroom observation are the tools for data collection about the topic mentioned. It has been conducted under the supervision of Head and Reader, Dr. Gopal Prasad Pandey, Department of English Education, T.U. Kirtipur, Kathmandu, Nepal.

Yours sincerely

Sunita Shrestha

T.U. Department of

English Education, M.Ed.

Fourth semester

## Appendix II

### Class Observation Checklist

Name of Teacher:

Class:

Name of Observer:

Period:

Subject:

Length of Lesson:

Topic:

Name of School:

Legends      3- Strong      2- Apparent      1- Not displayed

1. The teacher plans effectively and sets clear objectives that are understood.	3	2	1
a) Objectives are communicated clearly at the start of the lesson.			
b) Materials are ready.			
c) There is structure of the lesson.			
d) The lesson is reviewed at the end.			
2. The teacher shows knowledge and understanding.			
a) Teacher has thorough knowledge of the subject content covered in the lesson.			
b) Instructional material were appropriate for the			
c) Knowledge is made relevant and interesting for pupils.			
3. Teaching methods used enable all students to learn effectively.			
a) The lesson is link to previous teaching or learning.			
b) The ideas and experiences of the students are drawn upon.			
c) A variety of activity and questioning techniques are used.			
d) Instructions and explanations are clear and specific.			
e) The teacher involves all the students, listens to			

them and responds appropriately.			
f) High standard of efforts, accuracy and presentation are encouraged.			
4. Students are well managed and high standards of behavior are insisted upon.			
a) Students are praised regularly for their effort and achievement.			
b) Prompt action is taken to address poor behavior.			
c) All students are treated fairly.			
5. Pupils work is assessed thoroughly.			
a) Students understanding is assessed throughout the lesson by use of teachers question.			
b) Mistakes and misconceptions are recognized and used constructively to facilitate learning.			
c) Pupils written work are assessed regularly and accurately.			
6. Homework is used effectively to reinforce and extend learning.			
a) Homework is appropriate.			
b) Homework is followed up if it is set previously.			
7. Medium of Instruction.			
a) The teacher integrated ICT device in the lesson.			
b)The instructional materials used capture the interest of the students.			

## **Appendix III**

### **Interview Guidelines**

#### **Topic: Practices of English Medium Instruction in Community School**

- 1) Could you please, tell me your detail academic introduction?
- 2) How are you in teaching profession? What do you think about the profession?
- 3) In which medium of instruction did you teach in initial phase of your teaching profession?
- 4) What is your perception towards English as a Medium of Instruction? Are you properly implementing it?
- 5) Did you take any professional training related to EMI?
- 6) What the benefits are of implement EMI at basic level?
- 7) What do you think on implementing English as a Medium of Instruction? Is it fruitful in community school?
- 8) Is there any support from community to implement EMI? How?
- 9) Are the students really motivated to learn English in classroom? Do they actively participate in classroom discussion?
- 10) Do you also use Nepali language in EMI classroom teaching? Why?
- 11) What types of teaching materials do you use in your classroom teaching?
- 12) How do you define interact? In your classroom teaching students were interacted with you?

## Appendix IV

### Interview Transcript

#### Mathematics

Interviewer: Namaskar sir.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: I am good.

Interviewer: Could you please tell me your detail academic introduction?

Interviewee: yes, I am Prem Gurung. I have completed +2 in mathematics. I am teaching since 2014 AD. I am permanent teacher of primary level. I had teaching at basic level too.

Interviewer: Do you teach Primary level also?

Interviewee: Yes. Due to lack of sufficient teachers, I have to teach any classes in primary level .

Interviewer: how long are you in this teaching profession? How do you think about the profession?

Interviewee: I am teaching from last 8 years. I am enjoying in my profession. I am satisfied to share my knowledge to my students..

Interviewer: This is EMI implemented school, yes. By when EMI has been started at basic level?

Interviewee: yes mam, it has been started in the basic level for last 8 years but in primary level it has been started for 13 years.

Interviewer: yes! Then which medium of instruction did you use in initial phase of your teaching career?

Interviewee: I started to teach from private school. There was also EMI in school level.

Interviewer: sir, what is your perception towards English as medium of instruction? Are you properly implementing it?

Interviewee: I studied in a community school. Therefore, because of lack of teacher training related to EMI. I also feel it difficult to teach Mathematics through the English language. But, I have tried to give my best. I select a simple words and easy meaning while teaching. If the students are not

able to understand, I select the words that are easily understood.

Interviewer: Do you take any professional training related to EMI?

Interviewee: No mam I have not taken any of training related to EMI. I am very much interested to take EMI related training.

Interviewer: What are the benefits of implementing EMI at basic level?

Interviewee: There are so many advantages of learning English language. English proficiency brings many opportunities in all over the world by communicating internationally. There are many of words, which cannot translate in Nepali.

Interviewer: what is the world?

Interviewee: Geometry, algebra, mathematical symbols are not translated.

Interviewer: Is there any challenges in course of implementing EMI at basic level?

Interviewee: yes, there are varieties of challenges in the diverse linguistic backgrounded classroom.

Interviewer: what are they?

Interviewee: Students are from different linguistic background. Not every student is from educated family. The challenges are;

- Students mixed ability
- Lack of EMI related teachers training
- Lack of experienced and expert teachers for EMI teaching
- Low administrative support
- Unavailability of teachers guide in English medium
- Lack of EMI related teaching materials etc.

Interviewer: what do you think on implementing English as a medium of instruction?

Interviewee: In my view, EMI is good. It produces capable man-power who will be fitted all over the world.

Interviewer: Is it fruitful in public schools?

Interviewee: Yes! If our administration and we manage all the administrative aspects like teaching materials, teacher training, teachers guide, experienced teachers, etc. it will be very much effective and fruitful.

Interviewer: can you get any support from community to implement EMI?

Interviewee: We think they are supporting us that, they buy some materials and investing money for their children to get English education. But some

parents are worry in their child's educational development.

Interviewer: Does your school administration support on implementation of EMI?

Interviewee: yes, of course. Administrative support is satisfactory but no good.

Interviewer: How is it supporting?

Interviewee: School provide books and some teaching materials. Administration provided us a laptop in half price also. Here is multimedia projector in every classroom. If we cannot prepare other solid materials, we search pictures and videos and present through multimedia projector. But administration is not sincere to provide training and teacher's guide in English. We hopeful in get training and teachers guide in near future

Interviewer: Are the students really motivated to learn English in classroom?

Interviewee: There are two types of students. Some are curious to learn English term, they looks very much motivated but some feel lazy and demotivated, they are not paying attention towards the teachers teaching.

Interviewer: Do motivated students actively participate in classroom teaching?

Interviewee: of course! They try to answer to the teacher in English language though they could not unite the words correctly. But, some students ask in Nepali, Sir yo vaneko k ho? We did not concern their Grammar and pronunciation.

Interviewer: classroom is full of diversity, it creates problems while implementing EMI, do you agree with that statement?

Interviewee: students are from different family background and they have their different learning styles and abilities. But there is not much problem in student's diversity in math subject. Mathematical terms are easily understood by the students and English is foreign language to the all students.

Interviewer: Do you use Nepali language in EMI classroom?

Interviewee: Yes, I do sometimes.

Interviewer: Is there Reason?

Interviewee: If students could not get the point in English, I use Nepali language. We should not focus only in language, but in content.

Interviewer: What types of materials do you use in your classroom teaching?

Interviewee: In our school different solid objects are available. Government, community school administration, Nepalese and Foreign agencies like Ekikaran Nepal

and Room to Read donated various types of teaching materials. Like laptop, projector, and computer. Here is not internet access therefore, while teaching Math; I frequently use teaching materials like compass, ruler, protractor or whatever available.

Interviewer: Thank you sir for providing your valuable time and information.

Interviewee: it is my pleasure. Thank you!

## **H P E (Health and Physical Education)**

Interviewer: Namaskar sir.

Interviewee: Namaste, madam.

Interviewer: Are you fine?

Interviewee: Yes I am fine.

Interviewer: Are you basic level teacher?

Interviewee: No, I temporary teacher but teaching at basic level too.

Interviewer: Can you tell your educational qualification?

Interviewee: I have passed B.Ed in English.

Interviewer: Which subject are you teaching?

Interviewee: English.

Interviewer: H.P.E also?

Interviewee: Yes, both.

Interviewer: You have long teaching experience, can you tell your view about it?

Interviewee: Teaching profession is good. I am teaching from last 5 years. It is very enjoyable job and special thing is to be with students for at least 6 hours. It is a kind of foundation for national development. Teacher develops students as a qualified member of nation. Therefore, this profession is important as well as good job.

Interviewer: In which medium of instruction did you use in initial phase of your teaching profession?

Interviewee: I started from private school to teach. That was also EMI implemented school.

Interviewer: All subjects are teaching regarding to EMI or not?

Interviewee: Yes, all subjects Science, O.B.T.E, Math, etc. except Nepali subject.

Interviewer: What type of progress do you find before and after the implementation of EMI now?

Interviewee: They felt difficult in initial phase. Students who got chance of learning in EMI from grade 1, they are feeling easy. But, other students felt difficult.

Interviewer: Yes. Yes.

Interviewee: But students are happy, they get chance to learn like private schools. Their effort for learning is increasing day by day.

Interviewer: why is it necessary to learn English language? Put your view.

Interviewee: world is being a global village now, as means of transportation

And communication is extremely advanced. To be assimilate with all the people from everywhere of the world, it is very basic and necessary to learn.

Interviewer: What is your view towards EMI?

Interviewee: I think it is very good to teach in English language because we have to develop English as its importance is increasing in the world. I think it is beneficial for teaching and learning.

Interviewer: Did you take any professional training related to EMI?

Interviewee: Not exactly EMI related training, but I am from Education faculty so I am trained professional. But, Government should conduct training related to EMI implementation for all teachers. It could be fruitful for all schools.

Interviewer: Do you face any challenges in course of implementing EMI at basic level?

Interviewee: Yes, definitely.

Interviewer: If yes, what are they?

Interviewee: students came from heterogeneous society in government school. Their variety in this language is the main challenge of implementing EMI. Teachers who are from government school and using Nepali at home are other causes of difficulties for this. And some other is:

- Students feel difficult to understand.
- Teaching materials are not available.
- Lack of teachers guide related to EMI.

Interviewer: What are the advantages of implementation of EMI? Tell me according to your teaching experience.

Interviewee: First, students will be able to communicate and express their views in English. It helps them to activate their higher degree in English and equalize their academic Qualification in international market.

Advantageous to the students who want to go to private school for English medium education but unable to enroll because of their economic status.

Interviewer: Does our administration and responsible sectors supports to implement EMI? How?

Interviewee: Responsible bodies somehow support to implement EMI. But there is lack of clear concept on how to use available resources. Management is not satisfying. There are some good points also about support of government among that one good thing is that, here in our school, municipality

provides a laptop to the teachers investing 50% of cost and there is a projector in every classroom.

Interviewer: Yes, yes.

Interviewer: And, use course book as only one teaching material. Is it right?

Interviewee: Only charts, book. We use internet to download pictures, and videos. It is also one kind of teaching materials.

Interviewer: What type of support do you think government should provide?

Interviewee: At first schools' environment should be good for EMI.

Interviewer: Yes. Yes.

Interviewee: Are the students really motivated to learn English in classroom?

Interviewee: It has mixed reaction of students. Some are very interested in English on the other hand; some of them are not taking participation in discussion due to poor English language.

Interviewer: Do you use Nepali language in classroom?

Interviewee: Yes, sometime. The level of student in English is varies from person to person, so in order to clarify the subject matter properly, I use Nepali language sometime.

Interviewer: what types of teaching materials do you use in your classroom?

Interviewee: School, provides teaching materials to us. I generally use modern teaching materials, like laptop, mobile phone etc. I use laptop for showing offline videos and mobile phone to search meaning for difficult words if necessary.

Interviewer: Thank you sir, for giving me your valuable time.

Interviewee: Thank you. Wish you best of luck.

## Science

Interviewer: Namaste sir.

Interviewee: Namaste

Interviewer: Are you fine?

Interviewee: Yeah, I am fine.

Interviewer: How many years you have spent in teaching profession?

Interviewee: I have been teaching for 3 years.

Interviewer: Your educational qualification.

Interviewee: I completed Bachelor degree in education majoring in Science.

Interviewer: Yes, yes. In your school, there is implementation of EMI, by when EMI has been started in basic level?

Interviewee: EMI has started since 2070 BS in this school.

Interviewer: Yes, yes, EMI is implemented but do you get any training related to EMI? Is there workshop, seminar from government or school side?

Interviewee: No mam, I have not taken any training especially for language until now but I am interested very much o takes EMI related training. It would be better if the government organized such training soon.

Interviewer: What are the challenges and problems you faced while implementing EMI and teaching learning of EMI context?

Interviewer: There is lack of motivation in basic level students to learn English language; they feel easy in Nepali language. Slowly they are going to be good in English language.

Interviewer: yes, yes (laughing). It helps them to improve their English?

Interviewee: It is improving day by day.

Interviewer: Nowadays, every school implements English as a medium of instruction, what are your views towards it?

Interviewee: It is the need of present time. it is good to implement EMI to be able to understand and speak English language to be adjust in the globe.

Interviewer: What do you think about teaching profession? Are you satisfied?

Interviewee: Actually, I am truly satisfied with my teaching profeesion.

Interviewer: Do you get any EMI related support from responsible bodies?

Interviewee: They supports somehow. But in our school, responsible bodies do not have any clear idea about the management to EMI effectively. They forces to the teachers to implement EMI fruitfully without management

of needy things.

Interviewer: Do you prepare yourself?

Interviewee: Yeah, we ourselves collect construct and use locally available materials.

Teachers guide is not available we search the content in Google which they feel confuse. .

Interviewer: what are the advantages of EMI?

Interviewee: EMI plays vital role if it can be implemented effectively. It build the base for the future education. English language is essential to be adjusting and assimilate in this advanced world. It is the motivation for standard future. If one has English proficiency, he/ she may get good job.

Interviewer: what types of teaching materials do you use in your classroom teaching?

Interviewee: Our school is EMI School. We have projector in few of classrooms.

Sometimes, I make slides and use videos and related materials as per the need of the lesson. I am using as much as possible.

Interviewer: Thank you sir for providing your valuable time.

Interviewee: Welcome.

## **OBTE (Occupation, Business and Technical Education)**

Interviewer: Namaskar sir.

Interviewee: Namaste, madam.

Interviewer: Are you fine

Interviewee: Yes, fine.

Interviewer: Are you basic level teacher?

Interviewee: Yes mam.

Interviewer: Can you tell your educational qualification?

Interviewee: I have completed bachelor's degree in education.

Interviewer: Which subject are you teaching?

Interviewee: O B T E.

Interviewer: How long are you in teaching profession? How do you think about the profession?

Interviewee: Teaching profession is good. I am teaching from last 12 years. To be with students is a matter of pleasure to me. Students are they, who makes me curious and compel to think about different new matters. Therefore, this profession is important as well as good job.

Interviewer: Your school also EMI implemented school, by when it is implemented here?

Interviewee: Yes, it is EMI implemented school. This school is conducting classes conducted from 2070 B. S.

Interviewer: Yes, yes.

Interviewer: In which medium of instruction did you use in initial phase of your teaching profession?

Interviewee: I started to teach from Nepali medium school in initial phase of my teaching profession.

Interviewer: All subjects are teaching in English medium or not?

Interviewee: Yes, all subjects except Nepali subject and social.

Interviewer: Social studies are teaching by using Nepali language in your school, is it reality?

Interviewee: Yes, book is in Nepali medium because the government asked the private and public schools of Nepal Social subject is teaching through Nepali Medium.

Interviewer: Yes. Yes.

Interviewer: what are the reasons of adopting EMI at basic level?

Interviewee: I already told that, English is international language. it is necessary for every sectors like ICT related technologies, and to use them, for international communication. If we go foreign country, we need to be fluent in English language. Basic level is the base for future progress. So we need to implement EMI effectively.

Interviewer: What is your perception towards EMI?

Interviewee: English is an international language. It is spoken all over the world. It is medium of communication all over the world. So, it is beneficial language for teaching and learning activities.

Interviewer: why is it necessary to learn English language?

Interviewee: English is the international language. It is necessary for every place, computer learner, mobile user etc. if we go foreign country we need English language.

Interviewer: Did you take any training related to EMI?

Interviewee: Yes mam, I have taken professional training related to EMI organized by foreign project. It has helped me to broaden my skill and knowledge. In our context, EMI related training is essential. So, government should be conscious about it.

Interviewer: Do you face any challenges in course of implementing EMI at basic level?

Interviewee: Yes, there are various challenges I have face.

Interviewer: what are they?

Interviewee: They are:

- Students feel difficult to understand English terms.
- Lack of motivation.
- Student's diverse learning ability.
- Teaching materials are not available.
- Lack of teachers guide related to EMI. And so on.

Interviewer: What are the advantages of implementation of EMI? Tell me according to your teaching experience.

Interviewee: EMI is very important for basic level because early aged students can learn faster than a adult. Students can form good foundation for the future study and for standard career in English language

Interviewer: How does your administration and responsible sectors supports to implement EMI?

Interviewee: Responsible bodies somehow support to implement EMI. But there is lack of teachers guide in English medium and lack of sufficient materials.

Interviewer: Yes, yes.

Interviewer: what types of teaching materials do you use in your classroom teaching?

Interviewee: our school has different teaching materials which are found in the present era. I have no any idea about how to use laptop and projector. So, I only use other authentic materials like textbook and handwritten materials.

Interviewer: Do you use Nepali language in classroom?

Interviewee: Yes, sometime, I use Nepali words when students feel difficult to understand specific term in English.

Interviewer: Are the students really motivated to learn English in Classroom?

Interviewee: They know the importance of English language in future so that, most of the students seems to be highly motivated in class.

Interviewer: Thank you sir, for giving me your valuable time.

Interviewee: Thank you!