

**Students' Experiences of Using English Medium Instruction in Community
Schools**

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

**Submitted by
Sushmita Thapa**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2023**

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2023**

**T.U Regd. No.: 9-2-0001-0385-2014
Fourth Semester Examination
Roll No.: 7428160/074**

**Date of Approval of Thesis
Proposal: 27-07-2022
Date of Submission: 22-02-2023**

Declaration

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

Date:21-02-2023

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This is certify that **Ms. Sushmita Thapa** has prepared the thesis entitled **Students' Experiences of Using English Medium Instruction in Community Schools** under my guidance and supervision.

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Dedication

Dedicated to my parents
For the exceptional love, endless support and sacrifices.

Acknowledgements

This study is a result of continuous encouragement of my respected thesis supervisor, teacher, dear friends, senior and participants who provided me untiring support and proper guidance during this process. It would not have been possible to bring in this form without the help of distinguished personalities, whom I would like to acknowledge from my inner heart.

First of all, I would like to express my genuine respect and thankfulness to my thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, who has given me regular and constant supervision, encouragement, precious suggestions, inspiration and support during research period. It is very difficult to find words to express my gratitude for his kind and valuable time in preparing this thesis.

Likewise, I would like to express my humble gratitude to **Dr. Gopal Prasad Panday**, Reader and Head, Department of English Education for his insightful comments and encouragement during this research work.

I am equally grateful to **Dr. Renu Kumari Singh**, Lecturer, and the Department of English Education for her constructive suggestions, comments, guidance and support during the proposal viva.

Similarly, I would like to express my sincere gratitude to the external supervisor **Dr. Ram Ekwalsingh**, Reader for his kindly suggestions, insightful feedback and encouragement during the viva of this thesis.

In the same way, I would like to extend my gratitude to **Prof. Tara Datta Bhatta, Prof. Dr. Bal Mukunda Bhandari, Mr. Bhim Bahadur Wasti, Dr. Prem Bahadur Phyak, Ms. Madhu Neupane, Mr. Jagadish Poudel, Mr. Laxmi Prasad Ojha, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Guru Prasad Poudel** for their inspiration during my study period.

Likewise, I am very grateful to all my respondents who participated in data collection process and provided me with their valuable information to complete this research work.

Finally, I would like to express to all my friends for their direct or indirect help in completing this research.

Abstract

The study entitled **Students' Experiences of Using English Medium Instruction in Community Schools** was carried out to find out the students' experiences on using English medium instruction in community school and to analyze the parents' views toward the English medium. Keeping the objectives into consideration, population of this study were all secondary level students and their parents. Thirty students studying in community schools and three parents were selected as the sample by using purposive random sampling strategy. Mixed method design was used to conduct this study. Data in this study were collected by conducting semi- structure interview and questionnaire with the selected participants. Quantitative data were analyzed statistically and qualitative data were analyzed by using thematic approach. The findings of the study showed that both students and parents have positive attitude towards English medium instruction. Students were highly motivated towards English medium instruction. Learning through English medium is very beneficial because it develops the English proficiency and to develop communication skills. Learning in English language provides lots of opportunities for carrier development and it also provides a better opportunity in national and international arenas. Despite these strengths, mother tongue interference, different linguistic background, lack of practices, different ability of the students were the major challenges found in this study.

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 problem, objectives of the study, research questions, significance of the study, and operational definitions of the key terms. Likewise the second chapter is about the review of the theoretical as well as empirical literature and its implications for the study and the conceptual framework. The third chapter contains methodological procedures. It includes design of the study, population, sample and sampling strategy, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. Similarly, the fourth chapter consists of analysis and interpretation of collected data. The fifth chapter deals with the major findings, conclusion and recommendations of the study. Finally, references and appendices are attached at the final part of the study.

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Acronyms/Abbreviations

| | | |
|-------|---|--------------------------------------|
| B. ED | : | Bachelor of Education |
| EFL | : | English as a Foreign Language |
| ELT | : | English language Teaching |
| EMI | : | English Medium Instruction |
| ICT | : | Information Communication Technology |
| L1 | : | First Language |
| L2 | : | Second Language |
| MI | : | Medium of Instruction |
| MoE | : | Ministry of Education |
| MOI | : | Medium of Instruction |
| NCF | : | Nepal Curriculum Framework |
| NEC | : | Nepal Education Commission |
| NESP | : | National Education System Plan |
| NMI | : | Nepali Medium Instruction |
| P1 | : | Parent 1 |
| P2 | : | Parent 2 |
| P3 | : | Parent 3 |
| Prof. | : | Professor |
| SSDP | : | Sector Development Plan |
| UN | : | United Nations |

Chapter I

Introduction

This is an introductory chapter of the research which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Generally, instruction refers to the process of teaching and engaging students with content. While curriculum is organized content and plan for engaging students with specific knowledge and skills, instruction is how a teacher organizes time and activities in implementing that content and plan. Instruction is frequently associated with the term 'curriculum' and generally refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom. The terms 'teaching' and 'instruction' are often used interchangeably. Instruction is the way from which we can get direction for our purpose.

Medium of instruction refers to the language of instructing or the way of directing for the students. Medium of instruction is the heart of education because if there is the good medium of instructing the students will easily know the information, ideas about what the actually teacher is saying. Medium of instruction means the language through which education is imparted to children in different levels of the educational system. The medium of instruction is the language employed by the teacher in teaching (Escalera & Gutierrez, 2017).

There is indispensable relation between instruction and medium to deliver purposeful message or content for the students, and it is clear that if there is explicit medium of instruction there will be more comprehensive input. In education system medium of instruction plays vital role to reach in the pinnacle of the success. The more comprehensible language as medium of instruction makes the learning process easier for best output of the learners. If learners can perceive explicit information from teachers then only students will have the better outcome. In this regard, Escalera and

Gutierrez (2017) state that using a certain language while teaching a content to the learner increases their exposure and opportunity of developing it. It is very important to choose explicit language as medium of instruction in education system to perceive the content from the teacher which became the best output from the students.

The English language is one of the most widely spoken languages in the world. The present situation of English language demand is being higher day by day. It is now truism to state that English is spreading rapidly around the world. The impact of English means in many international educational contexts there is a rapidly growing tendency for English language to be adopted as the medium of instruction. EMI is process of teaching the subjects content to students using English language. To define English as Medium of Instruction (EMI), Dearden (2015) states “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. 2). The process of delivering and receiving the contents or subjects in English language by the teacher and learners in the context where the first language is not English is called EMI. Simpson (2017) states that EMI refers to a situation where learners from whom English as an additional language are receiving some or all of their education in English. EMI has been defined by various scholar as it is current issue in this days. Similarly, Sah (2015) says that the rise of English as global lingua franca seems to be further forcing non – native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenges of global integration. Due to the global demand of English language nowadays schools, Universities, Colleges, and Institute are adopting English as Medium of Instruction.

Community school refers to the both a place and a set of partnerships between the school and other community resources with an integrated focus on academics, health and social services, youth and community development and community engagement that leads to improved student learning, stronger families and healthier communities. There is mutual relationship between school and community because it solves the problems of community. Community school is not completely government school because it based on the purpose and demand of society to fulfill the community demand and it is established under the demand of community. It is basically for the

educational growth, community development in every sector such as academic field, youth training, and health services. In community school there is the involvement of teachers, students, parents and community members and it provides the comprehensive academic services for the students to have best outcome in the community. Community school is one of the best center for the students to progress and to improve in the academic carrier better engagement of community member, parents for the real time opportunities and priorities of the present world. Community school focuses on the solutions of students learning and community problems.

English has been considered to be the first lingua franca. In today's modern world the English language, has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. English is important for all as it broadens their minds, develop emotional skills, improve the quality of life by providing job opportunities, nowadays it became the basic language of the people. The internationalization, marketization, and globalization of higher education are the key factors that are influencing for the growth of English language and also for medium of instruction in non-English speaking cultural context. Some countries take English as a first language, also called as a mother tongue and some countries are learning English as second or foreign language. Moreover, the use of English as an international language is growing with time because it is only medium for communication in many countries. Now it became the main language for studying any subject in the world.

Every people are interested to learn English language, there is high demand of English language in every sector of human life. It is the necessity of this modern world because English language is the passport that can help to travel everywhere that we like to visit. English is used in every sector such as in education, communication, technology, research work and so on. In every sector of this modern world there is highly demand of English. In the context of our small country Nepal there is the diversity in language, According to the Census of Nepal 2011 there are 123 languages that are spoken in Nepal. Among them Nepali language is most dominant and widely used language in Nepal. In the context of English language in Nepal it is taken as second as well as foreign language. The global impact of English language nowadays

schools and Universities are adopting English as medium of instruction. It is also equally important for global integration, it helps us to be familiar with the global world to connect with the social realities. English is associated with every aspects of our life we cannot be apart from the English language. So there is the high demand of English language. Due to the impact of English language schools in Nepal are also being started to giving a priority to the English language. In Nepal private schools are adopting EMI very earlier but nowadays government school as well as community schools are also switching their language from Nepali Medium Instruction (NMI) to EMI. Especially in community schools they are mainly teaching the subject in English medium.

Statement of the Problem

English language is a global language, it is used all over the world. There is high demand of English language in every sector of human life. With the increasing demand of English language for global integration nowadays the Schools, Universities, and colleges are shifting their medium of instruction from Nepali to English. Schools and Colleges are giving priority to the English language for the better academic carrier of students. Nepal, as one of the developing countries that has not yet been able to sustain a single education policy with full efforts, is now implementing EMI education in community schools too. Parents enrolled their children in private school (also called Boarding school) because of English language. But nowadays community schools are also implementing the English Medium Instruction due to the global craze of people toward English language. So the parents nowadays equally enrolled their students in community school. This increasing trend of English language undoubtedly helps Learner to acquire more knowledge, it creates a better future opportunity. Despite all this fact, it also one of the challenging factor in the context of Nepal to implement English Medium instruction based classroom. Nepal is multilingual country and developing country, so it is one of the hard task to implement EMI in diverse classroom. Multiple students with different linguistic background, different cultural background, different ability of students, and different other things are the challenging factor for both teacher and students. English language have lot of advantages besides this there question may arise whether EMI is appropriate in the education system of Nepal, or what problems that students have to

face in the EMI based classroom. It is equally important to know the perception thought, feelings of students that how they are taking the EMI. Furthermore it is also very important to know what kind of practices are doing in the schools and colleges while adopting EMI based classroom. And more importantly, it must be taken into consideration that what will be the solution to the students while facing the different problems in English medium instruction based classroom.

Regarding previous research studies, there are lot of research work done in the field of EMI such as perception of guardian towards English medium instruction, perception of teacher on English medium instruction, linguistic diversity in the English medium instruction classroom in Nepal, parents and student's perceptions on the importance of teaching and learning English and so on, but there are only few research focuses on the challenges that students have to face in the classroom, and there is no any research work focusing on the students' experiences on using EMI. And in my study and I also found out the experiences of the parentson sending their children to EMI based school that how they thought about the Instruction that the school are adopting .That's why, I choosed this topic to find out all of this aforementioned issues in the practice of EMI education in Nepal.

Objectives of the Study

The objectives of the study were as follows:

- a) To find out the students' experiences on using English medium instruction in community school.
- b) To analyze the parents' views toward the English medium instruction.
- c) To suggest some pedagogical implications.

Research Questions

The research questions of my study were as follows;

- a) How dostudents' experience on using English medium instruction?
- b) How do parents' view toward the English medium instruction?

Significance of the Study

The study mainly concerned with the perception of community schools students toward English medium instruction .This study mainly focus on the effect of the EMI to the students. This study provides the information about the EMI, how the students and parents views, experiences toward the EMI. So that this study is very beneficial for the teachers, students, parents and for all those who have keen interest on teaching learning activities. It isalso very fruitful to novice teacher to collect some ideas about the instruction that he/she have to adopt in the real classroom of EMI. It certainly arouses a new interest among experts, language practitioners, textbook writer, and syllabus designer, to select and design the appropriate textbook for the students. It is much benefited to the students who are learning English as medium of instruction that how fruitful is to learn English language to develop their creativity and to achieve a better opportunities in the future. At the same time teacher will also get more information about how to instruct the students in English. It will be helpful for the both teacher and students to deal with the challenges that both teacher and students have to face while using EMI in the real classroom. Finally this study is significant to those who want to explore more ideas regarding the practice of EMI and to those who are directly or indirectly involved in teaching and learning activities.

Delimitations of the Study

-) This study was limited to the EMI implemented community school of the Kathmandu Valley.
-) This study was limited to thirty students and three parents ofthe students whose students are learning in the community school of Kathmandu valley.
-) Questionnaire and interview wereselected as research tool. This study was based on the mixed research design.

Operational Definitionsof the Key Terms

The key terms that were used in this research study have been listed and defined as follows;

Community school: In this study community school refers to the school where there is the mutual relationship between School and Community. There is the participation of students, teacher, parents and other community member and it is opened for the solving the problem of community such as in education, health and training etc. It is opened on the basis of community people demand and their purpose.

EMI: In this study EMI refers to the use of English language for teaching or delivering the subject matter and contents to the students by teacher of community school.

Experience: In this study experience refers to the knowledge and skill that students of community school have gained by learning through English medium instruction.

Instruction: In this study instruction refers to the way used by the teacher of community school for delivering the content or subject matter to the students.

Non- native speaker: In this study students are the non _native speaker because all the students have different mother, English is not the mother tongue of the student.

Practices: Here, practices refers to the techniques, strategy, activities, method that is being used in the real classroom and actual application done by teacher in English Medium Instruction based school of community school.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study.

Review of Related Theoretical Literature

This topic includes Medium of instruction, English as Medium of Instruction, Medium of Instruction in Nepal, Importance of English language learning, Language planning, policy and practices of EMI in Nepal, and challenges in the implementation of EMI.

Introduction of Medium of instruction. Medium of instruction is the language used in teaching. That may or may not be the official language of the country or territory. It is the language used by the teacher to teach students. The appropriate language is medium of instruction because the medium of instruction plays very important in instructional pedagogy. So the best language should be chosen as the medium of instruction that can convey the meaningful message or content for the students in teaching and learning activities. Medium of Instruction is the means of conveying the message or delivering content in meaningful way.

Medium could be the mother language or could be any other language, it is based on the appropriateness which gives the best result for the students. In the context of English speaking countries like in United States English is the medium of instruction to teach the students. In many bilingual and multilingual countries there will be the mixed language or two languages as medium of instruction. Medium of instruction affects in students learning because if students does not understand the language than how could be the teaching and learning activities will be meaningful. Mother tongue could be also the medium of instruction. Students can learn better and faster in mother tongue rather than any other language. It takes longer time to adjust in new language. Students motivated towards mother tongue rather any other

language because they can easily grasp the content if they can easily understand the language.

Medium of instruction is the essential operation that drives curriculum, assessment and a whole education program. There must be choose more comprehensive, effective and appropriate language as medium of instruction for teaching and learning.(Qorro, 2006), the language of instruction is an indispensable medium for carrying; or transmitting education from teachers to learners and among learners themselves. Mother tongue could be also the medium of instruction Language is the mediator and means for directing the students that drives the students for the purposeful learning. Medium of instruction is the essential part for teaching and learning that makes the result successful and guide the teaching and learning activities into meaningful outcomes. Medium of instruction plays important role in classroom because the language increases the amount of exposure, increases the ability of students in the subject matter that the learner get from it. All the things that students learn from the classroom that all depends upon the language that has been choosefor the medium of instruction. Medium of instruction creates the opportunity for the students to communicate, to share their ideas, opinion, and thoughts in it. Choosing the appropriate language for the medium of instruction that is one of the challenging task in the context of our country, Nepal. Diverse students having different mother tongue that makes the difficult for choosing an appropriate language for the medium of instruction.

English as a medium of instruction.English medium instruction refers to delivering or teaching the subject contents to the students by using English language. It is the process of getting the learners enacted in the directions given by the teachers by using English language. Simpson (2017), EMI is a situation where learners are receiving English as an additional language at any state of educational cycle.EMI has been defined as “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where first language (L1) of the majority of the population is not English” (Macaro, 2018, p.19).

English is widely spoken languages in the world that serves multiple purpose in a globalizing world. There are innumerable languages in the world but English language is one of the richest and influential language because it has been used to

teach multi skills like reading, writing, speaking. Since, English is the most widely used official language of United Nations (UN) and one of the dominant language in all the areas of an academic studies, e.g. mass media, international diplomacy, science and technology, education, arts and commerce. Many non- native English speaking countries have taken EMI owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English Language in order for socioeconomic and sociopolitical development. Due to the global demand of English language many non- native English speaking countries are also now in favor of implementing EMI in their education system for the global integration. Now it is being the global phenomenon. So that EMI is being used in Universities, colleges, Schools, and it has very important implications for the young people.

In the current context of globalization, EMI links to a common view of people by making people interacted with each other. Proficiency in English is also as an indicator of country's economic development. As in the same way Deardon (2014, p.2) says; There is a fast moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction for academic subjects such as science, mathematics, geography, and medicine. EMI is increasing and being used in Universities, secondary schools and even in primary schools. Nowadays majority of schools are using English language as medium of instruction to help the learners for their betterment in future. EMI is helpful for children to acquire English language as well as make them able to go with the global trend. English as medium of instruction is emerging concept in the field of education. In different country people want to learn English for different purpose such as business, instrumental, technological, tourism and several other purposes. EMI helps to be familiar with the globalized world to connect with the social realities. The rise of English as a global Lingua franca seems to be further forcing non- native speakers to learn English and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenge of global integration. The rapid change to EMI in developing countries such as Ghana, Turkey and Rwanda, have failed to continue EMI education because of the lack educational infrastructure, teacher's proficiency in English, proper teacher education programs, and in- service professional development (Tylor, 2010). In some countries, choosing English Medium

instruction led to high dropout rates. But in many countries it is being used as appropriate medium in their education policy.

The global spread of EMI education has also influenced the Nepalese School system. Following the economic liberation policies in the 1990 Constitution of Nepal (Phyak, 2016), private English medium schools, commonly known as boarding schools in Nepal, have mushroomed. Since these boarding schools have always significantly outperformed the public schools (federal government-funded, zero or low-fee schools) in the School level Certificate (SLC) examination (national standardized exams), their high achievement has led the Nepalese people to consider English – medium instruction as synonymous with high quality education. Following this education trend, the Ministry of Education (MoE) enacted the Education Act (Government of Nepal, 2010), which legitimated the medium of instruction to be Nepali, English, or both in public schools.

Medium of instruction in Nepal. Nepal is multilingual and multicultural country, people have different mother tongue. Due to this different linguistic background there always be the problem that which language should be taken as a medium of instruction. Constitution of Nepal, (2015) states that every citizen who lives in Nepali community, they have right to get education in their own mother tongue and they have right to open and run schools and institution. It shows that every people have their own right to get education in their own mother tongue and data of Census of Nepal 2011 shows that in Nepal there are more than 123 languages that are spoken as mother tongue. Despite the different indigenous language Nepali is dominant language and it is also used as official language as well. Mostly in public schools there is implementing Nepali language as a medium of Instruction (NMI). In this regard, Ojha (2018) “recently many governments, community schools in Nepal, which used to teach in Nepali medium, have switched to English Medium instruction from the elementary grades with the justification by saying that there is growing demand and pressure from parents and students for change (pp. 189- 190).”

If we look at the present condition of Nepal we do not find there is strong policy about the medium of instruction, Because if we go through the rules and regulation of constitution that every people have the right to have their education in their mother tongue upto elementary level, it is a challenging task to choose different

language as mother tongue. Students can learn better in their mother with higher rate and with the greater pace but nowadays due to the global impact of English language schools, colleges and Universities are adopting English as their medium of instruction. The Ministry of Education (MOE) does not seem to be well prepared to meet the basic requirements for the successful implementation of EMI. In Nepal English is learning as second as well as foreign language nobody is the native speaker of English Language in Nepal. Implementing EMI in the context of Nepal is not an easy task. EMI policy has also benefited in many contexts, namely India, Pakistan, and Spain, with suitable outcomes. They, however, used appropriate plans and principles (Marsh, 2006). They are benefiting by using English as medium of instruction but some countries initially failed to receive objectives and further developed plans that could lead to a successful implementation of EMI education. It means the language which is used as medium of instruction should be beneficial and it should be work well for all such as parents, teacher, students or whole entire team of education for achieving the educational goal.

Parents before few years ago they enrolled their children in private schools because the influenced of English language because they thought that their children shouldn't be apart from the benefit of English language, there will be the better future and have a good academic carrier. But nowadays parents equally enrolled their students in community schools as well as in public schools because both schools are implementing EMI. The present situation of Nepal both students and parents are motivating towards EMI for the quality education. It is a common perception among Nepalese people that children will have better future prospects if they have English medium schooling. A similar context was also realized in Pakistan (Khan, 2013). There is no doubt that EMI is connected with the social realities with higher proficiency and to have a better employment in future. EMI is one of interesting subjects at this situation in the context of this present situation of Nepal. Many community schools and public schools are shifting their medium of Instruction toward English language from Nepali language because to increase the number of students and for the quality education and for the future prospects. EMI has both advantages and disadvantages because people are improving their English proficiency they are learning English as opportunities and at the same time students are also facing different problems since students are from different linguistic background and they

are unable to understand the language so they English as burden. In Nepal there are more than 100 languages due to the influence of English language many languages are dying. However, English language is being used as medium of instruction world widely so Nepal also cannot be apart from taking English as medium of Instruction in public schools and community schools, now it is became personal as well as national need. The practice of EMI is increasing globally and it is providing opportunities for students to be competent with global/ international language and it is always necessary to implement EMI in our country Nepal by exploring different techniques and strategies for the effective implementation.

Importance of English language learning. English language is global language and international lingua franca. The spread of English language is increasing day by day. In the world there are different language but all of them, English language is dominant language in the world and it is now global language. Nowadays in different countries it is been teaching as second, foreign, or an additional language, the user of the English language is increasing very highly. People use to learn English for various purposes in various manner and ways. People interact with each other across international boundaries, it is very important to have a language which is common to different places and which can be used to communicate effectively. In every field there is the use of English language such as in business, technologies, academic carrier. We cannot imagine the world without knowing the English language. Learning English brings not only national opportunities to the door step but also open new avenues on the international front. For instance, a person studying at English medium university is well versed in the English language; it would be easy for him/ her to go and study abroad or work at an international firm where he/she will be able to communicate with other people better than someone who are not that well versed in English. Soif we have better knowledge of English language off course we will have the better opportunity in our life.

Crystal (2003) states that the mastery of English opens door to more information than the mastery of any other languages English today is used for many things. We were starting from education, business, and politics to technology. The importance of learning English in today's times cannot be underestimated or ignored seeing English as the language spoken in the most parts of the world. English

language does not only play a role as communication tool but can also make it easier for us to adapt to the environment and to work in the present and future. Giri,(2010, pp. 64-65) writes “The English language occupies an impeccable and indispensable place in the socioeconomic system and therefore the drive for its learning is paramount English is there for socially, economically and educationally elevated higher than all other local languages”.In this modern world without the knowledge of English language because everything we used in our daily life all materials, product, every equipment that all are available in English language so it has very important role in this 21st century. English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in International media, science and modern technology. A high percentage of the world publications in science, technology and commerce are published in English. That is why, teaching and learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the education system.

The number of people are nowadays shows keen interest to learn English language either as formally or non-formally. Recently many government community schools in Nepal, which used to teach in Nepali medium have to switch to English medium Instruction (EMI) from elementary grades (Republica, 2016). Nepal is providing education through six Universalizes about 1000 constituent and affiliated colleges. Some 1500 higher secondary schools and 42100 schools of which 7154 are privacy run and the rest are publicly run English the total education system in Nepal (Awasthi 2003, as cited in Bhattraai and Gautam, 2007).The importance of English language is increasing day by day. Now it became the passport, and channel for the communication.The emergence of English as a World language now indisputable.Importance of English in different sectors are as follows.

English for communication.There are different languages in the world among them English is the dominant language. English is an international language, so it is important of English language for the communication. For communication we need language and we cannot communicate with people without knowing the language. So we need to know the English language to have a simple conversation with people. There is the importance of English language to have an effective communication with people. People use English as a second language to interact and communicate on a

daily basis. English language is key factor in gaining access to many things. We can gain lot of things if we know the language as well. English language has the power to dominate other language because it has the power of communication. English is the most common foreign language this means that two people who come from different countries usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from different countries all over the world, not just English – speaking one. Nishanthi(2018).So now English language is one of the basic language for communication.

Opportunity to get a job. English is the language of science, aviation, computers, diplomacy and tourism. Learning English increases the chances of getting a good job in multinational company within country or in aboard. Learning English means the greater opportunity to get better job. If we have a good skill in English we can easily perform best in English so that it helps us to have better job. The knowledge of English is one of the most employability skill. Nowadays every working field there is always priority for the English. The person who have the good performance in English, can easily have a good opportunity for the job. In the present global market economic competition among the countries is inevitable and employers need people who have international experience as well as good qualification for employment, (Durga, 2018).

Entertainment and cultural understanding. We can get entertainment programs which is available in English. Not only that almost books are published in English. The wealth of information and entertainment that the world has access to primarily in English. It always feels like an accomplishment for an English learner to be able to watch a movie in English with no subtitles, or read their first book entirely in English.

Ultimately, English language makes it easy to understand other cultures as well. When the language barrier is lifted, there is more space for co- operation, for empathy and for common ground. It would seem that having one language that most people understand and speak does not leave much room for variety, but in reality, it actually offers an opportunity for everyone to participate, to let their voice be heard, to actively exercise their freedom. Learning English language means we are also

learning the culture too. According to Nababan (1986), language is the key or the main door to deepen the culture of a society. Thus matters relating to life partners, value system, customs that live in the midst of a society can be understood and studied through his language. Similarly, Brown (2001) states that the relationship between language and culture is very close so that when talking about language, culture will automatically enter into it. So, English language learning makes us to know about the culture. Language is means for the cultural development.

To access more resources on the internet. According to a report by education, first English is the language of the internet. Learning English is essential because it gives you access to massive content on the internet. Knowing how to read English will provide us to access to billions of information pages that may not be available otherwise. We can find different learning materials in the internet through the English language. There are lot of learning materials in the internet that helps us in our learning, Internet is one of the best resources for students that we can find in the internet. Different learning materials will available in the internet. In studying the English language on the basis of the materials, put on the internet a number of educational tasks is solved : formation of reading, writing increase of vocabulary and also formation of learner's steady motivation for studying language, (Malchanova, 2014).So there is importance of English to access on the internet.

Economics. The terms economics equates with commerce. English is important to learn since it can provide information access to the world of science and technology as the country seeks modernization and economic growth. It follows that we need to understand fully the economic changes that have prompted the advancement of English instruct. With the rapid economic growth, the role of English has been growing in importance.

Language planning, policy and practices of EMI in Nepal. Nepal is one of the least developed countries in South Asia, with 25.16% of the total population living below the poverty line (Central Bureau of Statistics [CSB], 2011). It is a multicultural and multiethnic country with 123 languages distributed among 126 ethnic groups and 56 indigenous communities (Census of Nepal, 2011). Among the different languages Nepali language is the dominant language and mostly people use it as their mother tongue. Nepali language is the dominant communities, has been the first written

official language since 1905 and was made the only medium of instruction in schools in 1976. The era of English begins from Rana regime and the Rana rulers, who placed Nepal under their feudal yoke for about 100 years until the beginning of the 2007, feared and educated public to explore to the education system. In 1854, Jang Bahadur engaged an English tutor to hold classes for his children in the Rana palace. In 1892, the school was officially called the Darbar School and limited only to the elite children; the Hill region, and the Terai remained open, and the practice of admitting a few middle- and low- caste children to Durbar High School continued. Since the Rana regime the scope of English is gradually continuing and came into existence. Since then, English has held a greater symbolic value than Nepali, being limited to the people of the highest social class in stratified Nepalese society (Phyak, 2016).

In 1969, the National Education System Plan (NESP) was established; and from 1971 to 1976, it enforced the establishment of private English medium schools to enhance English skills among the growing wealthy class of citizens who can afford private education. Therefore, private, missionary, and international schools adopted EMI policy from grade 1 onwards, and these schools were considered “better quality schools” (Phyak, 2016). Since these schools required high fees, only children from upper class attend EMI education. In public schools, however, the NESP developed a curriculum that adopted English as a compulsory subject in grade 4 onwards, and Nepali remained the MOI (Medium of Instruction). Hence, children of low socioeconomic status were denied English medium education. It is not surprising that more than 80% of students attending public schools failed in English in the SLC examinations (Malla, 1999). In the fact, “Survey of English Language Teaching” (ELT Survey) in (1983 to 1984), conducted by the government of Nepal in collaboration with the British Council and led by Alan devise, found that: (a) both teacher and students in public schools had very low English language proficiency, (b) the textbooks were not being used effectively and (c) the predominant teaching method was grammar translation method and rote learning” (Phyak 2016, p. 205). This low achievement in English literacy further hindered higher education, where English was the MOI for courses in mathematics, science, technology, and social sciences, making it difficult for children from public schools. There rise the achievement gap between private schools and public schools and there seems impression toward private schools due to the English language and they used to

believe that English schooling provides better and quality education. English is believed to be the “key to a better future, an index of social, cultural, capital and part of purchase price for a ticket out of Nepal” (Liechty, 2003,p. 213), and it remains in the center of all economic success (Giri, 2011).

English language was started from Grade 1 by the MOE (Ministry of Education). In 2000, the government developed Education for All: National plan for Action (2001- 2015), whose primary focus was to increase “access” to English Education in public schools (MOE, 2001). Henceforth, the demand for English – Medium education increased. The Education Act (Government of Nepal, 2010) legitimated English as the medium of instruction, in addition to Nepali and other local languages, in public schools. Now there has been huge trend to overhaul their MOI to EMI. Grounded in this Act, the Department of Education, in conjunction with financial and technical support from British Council, is piloting a three year project on EMI (2015-2018) in three districts (Jhapa, Nawalparasi, and Surkhet), so –if successful –EMI policy will be implemented in all public schools in Nepal (The Kathmandu post, 2015).

A several plans and policies have been introduced in different times in the history of Nepalese education regarding language as Nepal has diversity with language. The Nepal Education Commission (NEC) 1992 recommended NMI up to higher education level Adhikari, (2016). In this regard, this policy gave focus on Nepali language as medium of instruction than English language at that time. The Constitution of Nepal (2015) has removed the trend of language of nation and ensured that all the spoken languages in Nepal are the national languages. Regarding medium of instruction in schools, NCF (2006) has provision that mother tongue will be the medium of instruction in elementary education. Generally, in the first stage of elementary education the medium of instruction will be in mother tongue. There will be a special provision of choosing any other language as subject instead of Nepali in the case of non- Nepali citizen and any other subjects will be taught in the same language. Constitution of Nepal (2015), states that every citizen of Nepal has right to speak their own language and to get education as the medium of instruction in their mother tongue. Similarly, the Government of Nepal, Ministry of Education and Education Department made the policy on SSRP (2009- 2015) to lunch the program

of multilingual education in 7500 schools introducing mother tongue as medium of instruction in order to ensure the equitable access to quality education for all children in 5-12 age groups. By analyzing these plans it is realized that it has suggested instructing through mother tongue in grade one to three to bring students from minority group in the mainstream of education and for the preservation of their cultural heritage and linguistic identity. Policies related to medium of instruction Education Act (2028) noted that both Nepali and English language shall be medium of education while teaching language subjects (pp. 3-4). Likewise School Sector Development Plan (SSDP, 2016-2023) states 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 and economic advancement (p. 28).

By analyzing different plan and policies some have given emphasis to mother tongue, some have given equal on teaching through Nepali and English by selecting most appropriate language as a medium of instruction addressing the social context of the students. And some policies give emphasis on mother tongue based multilingual education approach for teaching and learning. And some policies have given importance to English Medium Instruction. So there is different plan and policies toward medium of instruction.

Challenges in the implementation of EMI. English medium instruction is the global trend. Most of the countries, in the world prefer to apply EMI in education system. EMI is increasing all around the world due to the global demand because English language has the power of integrating the people from all around the world to fulfill their common purposes. All the people have high expectation toward English language so that every people are being motivated toward English language to have good academic carrier. EMI is need of this 21st century. Nepal is developing country where English language is spoken as foreign language. In academic institution in Nepal trend of using English language as a medium of instruction is increasing. It is very important to adopt English medium instruction, it has lot of advantages although in the context of Nepal it is challenging task to implement in diversity country. Nepal is a small country but diversity in language, culture, so in multilingual classes it is very challenging in practicing EMI.

In Nepalese context, we experiences students from Nepali medium schools often face difficulties to express the content in English although they have good knowledge on the topic because they are exposed to two different individual languages rather than mixing the two language in a single lesson (Sah 2015). In the course of implementing the EMI in schools, there are several problems that have to be face by the teacher and students. In the context of Nepal there is diversity in language, culture so due to the linguistic diversity students have different mother tongue so it is very difficult to implement EMI, students have different ability, different family background, these are some factors which directly or indirectly influence in their learning. So these are the challenges that both teachers and students have to face in the classroom. Technological tools, teaching learning materials, teacher training etc. that are very important in language learning, so it is necessary to have all these things in learning. So in our country diverse language and culture in EMI it becomes a great challenge in teaching learning process. EMI implementation surely is unique in that it involves a complexity of social, political, linguistic institutional and other influences and expectations, Similarly, Simpson (2017, pp. 8-9) mentions;

The four challenges to EMI including EMI policy and practice gap, l2 proficiency gap: learners and teachers limited English, early switch to EMI and lack of transition to EMI. Lack of student's and teacher's ability and inappropriate teaching and learning methods and lack of resources related with EMI are the challenges under EMI.

Bista (2011), states “ A number of challenges in English education have also been found in terms of curriculum, textbooks, methodologies and use of teaching resources both at school and college level”. There are several challenges which have been faced by all (institution, teacher and student during EMI education process such as inadequate supplies of reference materials, teaching equipment, internet access, and electricity causes further obstacles, difficulties in comprehensible instructional interaction between teacher and students to find effective teaching methods (Vu& Burns, 2014; Goodman, 2014). They studied that challenges affecting higher education as result of using English language as medium of instruction. These problem includes the weakness of teaching staff's English, language proficiency of the student's learning methods, teaching methods and the availability of appropriate

resources. Basibek, (2014) share the same concern in their study on engineering departments of Turkish public universities. In a study linked to EMI challenges, Wiseman and Odell (2014) believe that lecturers in such an educational environment believe that the role is not to help students understand English, which is language of scientific content, but to provide content in English whether the student understand it or not. Knagg (2013), in his study from the perspectives of the British Council, argues that this type of teaching requires highly educated students and strong English preparation. He also states that this type of education is either detrimental or helpful. It could harm due to the lack of coverage of the curriculum in depth which is caused by language barrier; this view is shared by Kirkgoz (2005) and Deardon (2014). According to Marsh (2006) the use of English as a language of instruction in school in some poor countries is directly linked to education failure and deprivation.

Many studies have examined that impact of EMI on university education in non- English speaking countries. Philipson (2015) argues that such a situation is an example of linguistic dominance. He called for the linguistic dualism that generates not an English – only policy that affects mother tongue, but rather maintains cultural heritage and linguistic diversity. Similarly, Sert (2008) and Tamtam (2012) show the ineffectiveness of using English to present scientific content as well as its negative impact on student’s critical thinking abilities. The major challenges of applying EMI due to statutory body are lack of integrated language provisions and lack of support from the government (Barris, Lopez-Gutierrez & Lechuga, 2016; Karvonen, 2017).

By analyzing all this reviews there are many challenges in shifting Nepali Medium Instruction to English medium instruction. Teachers, Students, Schools, Universities, Colleges have to face the different challenges in English Language education especially in the context of our country Nepal.

Review of Empirical Literature

Few research works were carried out on English as a medium of instruction in the Department of English Education. The research studies related to this study were reviewed as follows;

Thapa (2012) carried out the study entitled “Teacher’s Perception toward Using English as a Medium of Instruction in Community Schools”. The main objective of the study was to find out the perceptions of teachers towards using English as medium of instruction in community schools. The researcher used questionnaire as the research tool for the data collection. He selected 30 primary level English teachers as sample. Purposive non-random sampling procedure was used to select 30 teacher and 30 schools from Tanahun and lamjung districts. He used questionnaire as a research tool to collect the data. The findings of this study were out of the total, seventy percent of teachers opine that English medium in all community schools but there should be appropriate training for teachers. Similarly, he has found that seventy percent of teachers are positive towards English Medium but they are untrained and less qualified to teach in English medium. In the same way, he found out that almost eighty percent teacher opine that English Medium is beneficial for the students. It is base to them for higher studies but it is very difficult to them to understand the content. He also found that seventy five percent teachers feel difficulty to teach in English medium but they are obliged or forced to teach in such medium, which does not become easy to them. The researcher found that no single teacher has got training to teach his or her subjects in English medium. Mostly those teachers who took their degree with majoring English in University level feel easy to teach in English but other teachers feel difficulty to teach their subjects in English. The other things the researcher found out conducting this study was all the headmasters are worried about the future of English medium in their schools. They have prepared some work plans to improve the quality of education in English Medium.

Nepal (2016) carried out a research work on the title “Perceptions of Rural Guardians towards Importance of Teaching English to their Children”. The main objective of his study was to find out the perceptions of rural guardians towards importance of teaching English to their children. He selected 40 guardians as a sample for this study of Kavrepalanchowk district. He used purposive non- random sampling procedures to select the guardians. He used questionnaire as a main research tool to collect the data. The findings of the study showed that the most of the guardians have positive attitude towards teaching and learning English to their children and it was also found that some guardians are interested to teach their children in mother tongue up to primary level.

Khatri (2016) carried out a research work on the title “Parents and Students Perception on the Importance of Teaching and Learning English.” The main objective of this study was to explore the perceptions of secondary level students towards the importance of learning English in terms of carrier opportunity, social recognition, economic enhancement, language and cultural issues and English for self-satisfaction and self-esteem and to find out the perceptions of parents towards the importance of teaching and learning to their children. In this study the researcher used questionnaire and interview to collect data. Twenty secondary level students and twenty parents of secondary level students from Udayapur districts were as sample for this study. Ten secondary level students were selected from each sample school. Non-random judgmental sampling strategy was used to select schools, students, and parents. This study found that learning English offers a good carrier prospects as 15 (75%) secondary level students agreed with the statement. Similarly, findings showed that out of 20 secondary level students, 10 (50%) students agreed with the statement that learning English is important in order to get better job. All the parents i.e. 20(100%) attracted towards the private schools because in parent`s opinion private schools have good English environment, administration and classes are managed well and teachers are punctual.

Gaire (2017) carried out a case study entitled “A Case Study on Expectation and Challenges Faced by Public schools for the Implementation of EMI”. The main objective of the study was to explore expectations of stakeholders before the implementation of EMI in public school and to find out challenges faced by them while implementing it. It also investigated the reasons that forced the school to quit EMI program. A public primary school of Baglung district that practiced EMI for five years and quitted from the year of 2072 was selected purposively as a sample. She used interview as the research tool for data collection. Five teachers including principal, five parents and three SMC members were interviewed to get the required information. The type of interview she has used in this study was semi- structured interview. It was found in the study that schools administration and SMC has expected that enrollment of the students would be prevented from the situation of collapsed. Similarly, he found that it had expected that English language proficiency of the student would be improved. They would be more competent and that competitive product would be no less qualitative than the product from private

schools. In the same way, he also found that teacher had expected that new trainings or any such programs or opportunities would be provided which could be beneficial for their personal and professional development. Extra facilities had also been expected before its implementation. Similarly, she also found out that the expectation of parents was to see their children as competent as of private school or better than of that, in English competence as was expected that the academic gap between the children of rich or non- Dalit and poor or Dalit family would be minimized.

Sah and Li (2018) conducted a research on “English Medium Instruction (EMI) as Linguistic Capital in Nepal: Promises and Realities”. The main objective of this study was to examine the ideological understanding of EMI among administrators, teachers and students and its implementation process. The key research question were: (1) What are the ideologies of different stakeholders (i.e., administrators, teachers and students) toward EMI policy; and (2) How is EMI policy being implemented in a low resourced public school, and does it help students enhance their English skills and content understanding? To understand the on- the-ground practice and effects of the EMI policy, a qualitative case study was conducted at "Shree Rastriya Secondary School (SRSS)" (pseudonym) (that included Grades 1-10) located in suburb of the Kathmandu Valley. Data were collected from in depth interview and focus group discussion. Data analysis revealed, parents students, and teacher regarded EMI as a privileged form of linguistic capital for developing advanced English skills, enhancing educational achievements and access to higher education and increasing the chance of upward social and economic mobility. Data analysis suggests that although all participants saw EMI as linguistic capital with promises for better English skills and future jobs, in reality, it may be failing to deliver those promises. The two sides of the symbolic capital of EMI are illustrated but three major themes that evolved through data analysis: (a) EMI as linguistic capital to compete with private schools; (b) EMI as burden for teachers; and (c) EMI as an illusion for students.

Rai (2019) conducted the study entitled “Teachers’ Perception on English as Medium of Instruction”. The main objectives of this study were to analyze how teacher perceive English as medium of instruction. Survey research design was followed to conduct this study. The researcher used the questionnaire as the tools for

collecting data. She used close ended and open ended both types of questionnaire. To conduct this study the researcher purposively selected samples and provided the set of questionnaire to fifty non-English teachers for collecting the data in this study. It was found that main reason to implement EMI in schools is to attract more students as the majority of respondents fifty six percent responded. Seventy percent teachers perceive that EMI supports their students to have better career advancement in future. While implementing EMI in the classroom, seventy eight percent teacher use mother tongue in their classroom. Eighty six percent teachers are supported to implement EMI effectively by their schools but not all the schools have enough teaching learning resource materials to implement EMI, even though they have positive attitude towards EMI implementation in public schools. Fifty four percent teachers involve their students into interaction in English regarding effective EMI implementation. The teacher thinks forty eight percent parents of their students want EMI to be implemented in school because the parents think their children can have high-paid job in future with the help of EMI.

Saud (2019) has conducted a research on “Linguistic Diversity in the English Medium Instruction Classroom in Nepal: Challenge or Chance. The main objective of this study was to explore how the English language teachers address the issues of student’s Linguistic diversity in EMI Language policy classrooms, whether they take this as a challenge of teaching or chance for learning for the learners. This study employs a phenomenological research design, which “describes the meaning for several individuals of their lived experiences of a concept or a phenomenon”. Three participants were taken as a sample for this study to collect information who was teaching English at secondary level in Kathmandu. To conduct this study the researcher used a purposive random sampling strategy. The major findings of this study shows that Linguistic diversity can be a challenge of teaching as well as chance for learning in a multilingual classroom in urban areas. Since linguistic diversity has been a common linguistic landscape in multilingual social context like Kathmandu, it has become a challenge of teaching for English language teachers as well as chance for learning to the pupils in culturally diverse societies. Linguistic diversity is challenge for teachers in classroom because learners come from different linguistic background and cultural backgrounds which is different from their native language.

Linguistic diversity is also the chance for learning because diverse culture and language create an opportunity for learning through intercultural awareness.

Although many research works have been conducted in English medium instruction, no research works has been conducted on the experiences of community schoolstudents 'of using towards English as a medium instruction and the practices that the community schools are doing for implementing the EMI. Thus, my research work is different from other research work.

Implications of the Review for the Study

Literature review has vital implications in the course of work selection of the topic, methodology and findings. In the course of literature review, I have reviewed different previous research work which is related to my research work to some extent. After reviewing several literature regarding EMI, I got more information about English language and English Medium Instruction regarding its signification, implementation, advantages, policy and practice. The studies that I have done during literature review provided me a lot of ideas about conducting the research on my selected topic that will be more helpful for me.

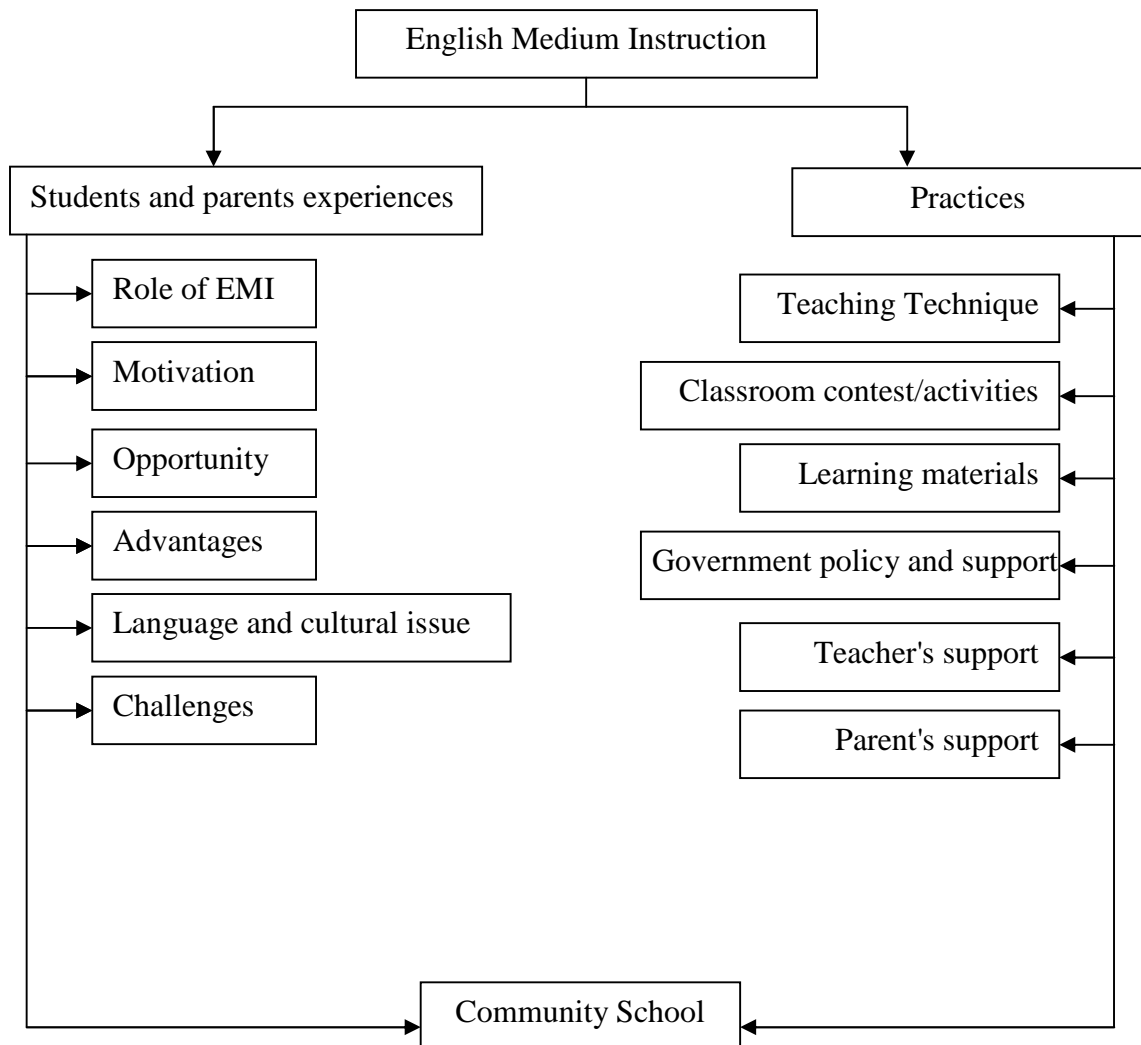
The research of Deardon (2014), I got valuable ideas, about the definition of EMI, challenges of EMI and preparing research tools. Similarly, the research of Thapa (2012), I found that teachers are positive toward EMI in community schools. Likewise from the research conducted by Rai (2019), I know that to implement EMI in schools is to attract more students in public schools is to attract more students and teacher perceive that EMI supports their students to have better carrier advancement in future. Similarly, Gaire(2017), I gained knowledge regarding the expectations and challenges faced by public schools for the implementation of EMI, which helps me for writing my study about statement of the problem. Another research of Sah and Li (2018), helped me to have general information about EMI as privileged form of linguistic capital for developing advanced skills, enhancing educational achievements and access to higher education and increasing the chance of social and economic mobility. Similarly from the research of Saud (2019), I found general information about how the teachers address the issues of students linguistic diversity in EMI classroom in the context of Nepal, it supported me to find the objectives for my study.

In the same way research conducted by Nepal (2016), I got the information about perceptions or attitude of rural guardians toward the importance of teaching English to their children. And Khatri (2016), supported me to know the attitude of parents of secondary level student`s towards the importance of teaching and learning English. Similarly, Education Act (2028, 2063) and Constitution of Nepal (2072), helped me to gain the information about plan and policy as well as the existed issues regarding EMI in community schools in Nepal.

Thus all above reviewed past researches helped me to conduct my study for selecting research design, tools, for collecting data, analysis of data and interpretation of result and to conclude the study. All this reviewed research study and document were very supportive and helpful to make my study more reliable and informative.

Conceptual Framework

The present research study was based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

This chapter deals with the main methods and procedures that was used for carrying out the research. It includes design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures and ethical considerations.

Design and Method of the Study

My study was based on survey research and interview. Survey research is defined as the process of conducting research using surveys that researchers send to survey respondents. The data collected from surveys was then statistically analyzed to draw meaningful research conclusions. In this method especially questionnaire and interview were used for collecting information and opinion of the respondents and those data is analyzed statistically. The survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents. It is a research design to measure opinion, attitude, behavior and characteristics of a group of individual. This survey research design uses representative sample of a given population. It studies the population characteristics at a point of time and over a period of time. Survey research is the systematic gathering of information, from respondents for the purpose of understanding or predicting some aspects of the behavior of the population of the interests.

Survey research is a commonly used method of collecting information about a population of interest. Survey research design is cost effective and efficient means of gathering information about a population. Survey research design measure the opinion, attitude, behavior and characteristics of group of individual. From the survey research design we can collect data from a large number of respondents at the same time through the questionnaire. So that I have selected this research design as method of carrying out my study because this type of research can be relatively easy to administer and numerous questions can also be asked about a subject. For conducting my research survey research was not enough to collect the data so that I had taken an interview with parents. Therefore my research is based on the mixed design.

Population, Sample and Sampling Strategy

Population of this study were all secondary level students and parents. Thirty students for survey research and three parents for semi structure interview of the Kathmandu valley were the sample of this study. The population was selected through purposive random sampling procedure.

Data Collection Tools and Techniques

I collected the data through the interview and questionnaire. I took the interview with parents and construct a set of questionnaire to acquire the intended information from the selected secondary level students. I prepared both closed ended question and open ended question for focusing on the experiences of using English as medium of instruction.

Sources of Data

In my study I used both primary and secondary sources of data. Primary source was major sources for my data and secondary sources also helped me to complete my study.

Primary source of data. Thirty students and three parents of the students' of community schools were the primary sources of data in this study.

Secondary source of data. For the facilitation of the research work, I had read different articles, thesis, written document, newspapers, student's diaries etc.

Data Collection Procedures

At first I visited EMI based community schools of Kathmandu Valley near to the Kirtipur. Then, I selected the EMI implementing community school in Kirtipur. Before going to meet with the participants I prepared the set of questions for the students and parents. Then, I asked for the permission from the authority to go with my plan after informing about the purpose for visiting there. I made a good rapport with the entire team of school, teachers and students. After that, I meet with the students, I introduce myself and I shared the purpose to be there so that they

helped me for my study. I gave the questionnaire to the students by requesting them to fill up those questions. After that I met with the parents and I requested them to help me by providing their information. Before taking the interview with parents, I made a friendly environment with them. I asked some questions and I used a mobile phone to record. Finally, I thanked all students and parents for helping me to complete my research study and assured them that their responses will be kept confidential.

Data Analysis Procedure

For the procedure of data analysis and interpretation from the interview and set of questionnaire I transcribed, coded the data and analyzed the data descriptively, analytically and statistically to draw new findings.

Ethical Considerations

Regarding the ethical considerations, at first I asked them for their permission to collect information and I informed them about my study and I assured them that it would not cause any harm and I made sure about the honesty, sincerity, and truthfulness in the research study. I made sure that the collecting information was just for research study, and information kept confidential.

Chapter IV

Results and Discussion

In this chapter, I dealt with the data of research work which were collected during the field visit. The data were collected focusing mainly on the experiences of students towards English medium instruction.

Analysis of Data and Interpretation of Results

The purpose of this section is to transcribe code, analyzed and interpret the systematically gathered data through appropriate diagrams, tables and charts. This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. Data were collected from the students who are learning in secondary level based on the English medium instruction of Kathmandu valley. The data were collected with the use of questionnaire consisting of two sets of questions. The first part consisted of 15 closed- ended questions and 7 open-ended questions whereas part two consisted of five questions which were asked in the interview. The data were collected from 30 students and 3 parents from different schools of the Kathmandu valley.

The analysis of collected data were carried out as accurately as possible. Data has been analyzed and interpreted both statistically and descriptively by using simple chart and table. The analysis of data and interpretation of results were presented as below.

Learning through English medium instruction. To find out secondary level students' views toward English medium instruction they were asked, whether they feel easy to learn through the English medium or not. Table 1 presented the data obtained from the respondents.

Table 1**Easy to learn through English Medium Instruction**

| S.N. | Responses | Number | Frequency |
|-------------|-------------------|---------------|------------------|
| a. | Strongly agree | 8 | 26.66% |
| b. | Agree | 5 | 16.66% |
| c. | Strongly disagree | 8 | 26.66% |
| d. | Disagree | 9 | 30% |

Table 1 showed that 26.66% students were strongly agree, 16.66% students agreed with the statement. Altogether 43.32% students were agree that they feel easy to learn through English medium. And 56.66% (26.66% + 30%) students were disagree that they had difficult in learning through English medium. The data presented that most of the students did not feel easy to learn through English medium.

Learning through Nepali medium instruction. Basically in schools definitely, there is either English medium or Nepali Medium. Some students feel better to learn in English and some students feel better to learn in Nepali language so that I asked a question that whether they find easy through English Medium or Nepali medium so that the responses of students are presented through the table no 2:

Table 2**Learning through Nepali Medium Instruction**

| S.N. | Responses | Number | Frequency |
|-------------|-------------------|---------------|------------------|
| a. | Strongly agree | 9 | 30% |
| b. | Agree | 10 | 33% |
| c. | Strongly Disagree | 5 | 16.66% |
| d. | Disagree | 6 | 20% |

Table 2 presented that 63% (33%+ 30%) students were agree with the statement. And only 36.66% students disagreed with the statement. It means that almost the students were from Nepali language background so they felt easy to learn through Nepali language.

Medium prefer by the students for learning. Different students were from different linguistic background had different mother tongue so in terms of language choice for learning students prefer different language. Table no 3 presented the medium prefer by the students for learning.

Table 3
Medium Prefer by the Students

| S.N. | Responses | Number | Frequency |
|------|-------------------------|--------|-----------|
| a. | Nepali | 7 | 23.33% |
| b. | English | 15 | 50% |
| c. | Both Nepali and English | 8 | 26.66% |
| d. | Other language | 0 | 0% |

Table 3 presented that 50% students preferred to learn through English medium, 23.33% students preferred Nepali language and 26.66% students preferred both Nepali and English language. The data revealed that students were motivated to learn English language so they preferred English language as medium of instruction for learning.

Students responded that they preferred to learn subject in English language because English language is used word widely it's a global language so they said that they want to be fluent in English language, want to make English language strong. Learning through English medium is not an easy task but also they want to learn through English medium.

Using English medium instruction is benefited. Students' had different perceptions and experiences toward the English Medium Instruction. To know about their experiences and perceptions on English medium Instruction I have questioned them whether English Medium Instruction is benefited or not so that students' responses were presented through the table 4:

Table4**Using English Medium Instruction is benefited**

| S.N. | Responses | Number | Frequency |
|-------------|-------------------|---------------|------------------|
| a. | Strongly agree | 10 | 33% |
| b. | Agree | 12 | 40% |
| c. | Strongly disagree | 3 | 10% |
| d. | Disagree | 5 | 16.66% |

Table 4, the data presented that 73% (33%+40%) students responded that English Medium Instruction is benefited for them and only 26.66% (10%+16.66) students responded that it is not benefited for them. Through this data we can say that using English as a medium of instruction was beneficial for students.

Students responded that:

English medium instruction is beneficial because it helps to improve reading comprehension, helps us to develop communication skills, gives knowledge of the subject matter and also the English language skills, helps to use ICT tools such as mobile, computer (access to the technology), develops the reading habit by learning new vocabulary items and their meaning, helps to find out new vocabulary items with their meaning by using dictionary. And it helps to improve English proficiency.

From the responses of students EMI is beneficial in every sector. It helps in reading writing and also with communication skills. Develop in skills such as access to the ICT tools and technology. By learning through English medium instruction students develop their reading habit by searching and using dictionary to find out the new vocabulary items with their meaning. It shows that students very active in their learning and they gradually improve in their learning so that EMI is very beneficial.

EMI to develop English proficiency. English Medium Instruction helps to develop English proficiency some students were agree with this statement and some students did not believe that English Medium instruction helps to develop English proficiency. Table 5 shows the responses of students:

Table 5
EMI to Develop English Proficiency

| S.N. | Responses | Number | Frequency |
|------|-------------------|--------|-----------|
| a. | Strongly agree | 13 | 43.33% |
| b. | Agree | 12 | 40% |
| c. | Strongly disagree | 3 | 10% |
| d. | Disagree | 2 | 6.66% |

Table 5 shows that 83.33% (43.33%+40%) students responded that English medium Instruction helps to develop for English proficiency and only 16.66% (10%+6.66%) students weredisagree with the statement that English medium instruction helps to develop English proficiency. It means that English medium instruction helps students to develop the English proficiency.

English Medium Instruction for students' learning achievement.English Medium Instruction helps students to develop the reading habit in English and also to achieve good skills by learning through English medium Instruction. Table no- 6 shows the responses of students:

Table 6
EMI for Students' Learning Achievement in English

| S.N | Responses | Number | Frequency |
|-----|-------------------|--------|-----------|
| a. | Strongly agree | 12 | 40% |
| b. | Agree | 11 | 36.66% |
| c. | Strongly disagree | 3 | 10% |
| d. | Disagree | 4 | 13.33% |

Table 6 presented that 76.66% (40%+ 36.66%) students' responded that English Medium Instruction helps them to learning achievement in English. And only 23.33% (10%+13.33%) students responded that English Medium Instruction does not help them for learning achievement in English. The data showed that English medium instruction is very helpful for the students for their learning achievement.

English Medium Instruction for different purpose. Learning through English Medium Instruction helps students in different sectors and students had different perceptions on it, table 7 shows the responses of the students.

Table 7
EMI for different purpose.

| S.N. | Responses | Number | Frequency |
|-------------|--|---------------|------------------|
| a. | To go aboard | 10 | 33% |
| b. | To create a better opportunities in future | 12 | 40% |
| c. | To have a better job | 6 | 20% |
| d. | All of the above | 2 | 6.66% |

Table 7 presented that 33% students responded that they are learning through English Medium because they want to go aboard, 40% students responded that for creating a better opportunities, 20% students responded that learning through EMI will help them will to have a better job and only 6.66% students expect for all these things. The data showed that mainly students expect that if they have good skills of English language they will have a better opportunities in future. Some students said that they want to make a good command over English language that helps them to go aboard and some students said that learning through EMI will create good opportunity to have a better job in future.

Techniques used by the teachers through English medium instruction.

Different teachers use different methods and techniques. I questioned to the students about the method and techniques they answered as table shows below.

Table 8
Techniques Use by the Teachers while Teaching through English Medium Instruction

| S.N. | Responses | Number | Frequency |
|-------------|------------------|---------------|------------------|
| a. | Lecture | 7 | 23.33% |
| b. | Group work | 1 | 3.33% |
| c. | Pair work | 4 | 13.33% |
| d. | Individual work | 15 | 50% |
| e. | Question answer | 2 | 6.66% |
| f. | Discussion | 1 | 3.33% |

Table 8, the data showed that 50% teachers were using individual work. 23.33% teachers were using lecture method. 13.33% teachers were using pair work, 6.66% teachers were using question and answer techniques and only 3.33% teachers were using group work and discussion methods in their classroom. From this data it showed that still the teachers were using lecture method. Almost teachers were using teacher centered techniques they were not using discussion method and group work.

Techniques prefer by learner. Mostly the students prefer student centered method and techniques that makes the class interesting and makes the learning easier so that students can learn with greater pace. Students responses toward the techniques has presented by table 9.

Table 9

Techniques Prefer by Learner

| S. N | Responses | Number | Frequency |
|------|-----------------|--------|-----------|
| a. | Lecture | 0 | 0% |
| b. | Group work | 10 | 33% |
| c. | Pair work | 8 | 26.66% |
| d. | Individual work | 5 | 16.66% |
| e. | Question answer | 2 | 6.66% |
| f. | Discussion | 5 | 16.66% |

Table 9 presented that 33% students preferred group work, 26.66% students preferred pair work, and 16.66% students preferred discussion and individual work. 6.66% students preferred question and answer method. The data depict that almost students did not prefer lecture method. Almost students were interested in student centered techniques.

Teaching materials used by the teacher. Table 10 depicts that the different materials used by the teacher in the classroom.

Table 10
Materials Used by the Teacher in the Classroom

| S.N. | Responses | Number | Frequency |
|------|------------------|--------|-----------|
| a. | Printed | 15 | 50% |
| b. | Audio | 5 | 16.66% |
| c. | Audio- video | 8 | 26.66% |
| d. | All of the above | 2 | 6.66% |

Table 10, the data showed that 50% teachers used printed materials, 16.66% teachers used audio materials, 26.66% teachers audio - video materials and only 6.66% teachers used all materials for teaching. It means that still the teachers were using printed materials such as books.

English Medium Instruction is Effective Way for Quality Education. To know the students' perception about the English Medium Instruction whether it is effective or not. The responses of students were presented through the table 11:

Table 11
English Medium Instruction is Effective Way for Quality Education

| S.N. | Responses | Number | Frequency |
|------|-------------------|--------|-----------|
| a. | Strongly agree | 20 | 66.66% |
| b. | Agree | 6 | 20% |
| c. | Strongly disagree | 1 | 3.33% |
| d. | Disagree | 3 | 13% |

Table 11, the data shows 86.66% (66.66%+ 20%) students were agree with the statement that English Medium Instruction is effective way for quality education. And only 16.33% (3.33%+ 13%) students were disagree with this statement. To sum up, English medium is one of the best way to bring a quality education.

Teachers' support for study. Teacher support is one of the important factors that helps in student learning and that may increase the pace and interest of learning for successful achievement, so in terms of teachers support students responses were presented by table 12:

Table 12
Teachers' Support for Study

| S.N. | Responses | Number | Frequency |
|------|-------------------|--------|-----------|
| a. | Strongly agree | 17 | 56.66% |
| b. | Agree | 10 | 33.33% |
| c. | Strongly disagree | 2 | 6.66% |
| d. | Disagree | 1 | 3.33% |

Table 12 the data showed that almost every teacher supported them if they had problem in their study 89.99% (56.66%+33.33%). And only 9.99% (6.66%+3.33%) students responded that teacher did not help them in their study. We can say that almost all the teachers were very supportive and helpful.

English medium instruction as challenges for students. English Medium Instruction helps to create the opportunities and also it is one of the challenges for students. When I have questioned them that whether English Medium Instruction is challenges or not they have responded as presented by table 13:

Table 13
Learning through English medium instruction as challenges

| S.N | Responses | Number | Frequency |
|-----|-------------------|--------|-----------|
| a. | Strongly agree | 10 | 33.33% |
| b. | Agree | 10 | 33.33% |
| c. | Strongly disagree | 6 | 20% |
| d. | Disagree | 4 | 13.33% |

Table 13, the data depict that 66.66% (33.33%+33.33%) students responded that English Medium Instruction was also the challenges for students and 33.33% (20%+ 13.33%) students responded that English Medium Instruction was not challenges for them. We can conclude that learning through English medium was also the one of the challenges for students.

Challenges faced by the students'

difficult to understand, speaking problem, codeswitching and code mixing due to the interference of mother tongue (Nepali language), examination problem (unable to understand question so that they cannot obtain higher marks in exam), Fear (fear of making mistake).

According to the responses of the students it can be concluded that English language is an international language and it is not a mother tongue so that it is one of the challenges for all students to learn through English language. Students had difficulty in speaking, to comprehend the new vocabulary words with their meaning. When students try to speak, they used both English and Nepali language due to their mother tongue interference and also they didn't want to speak in English because of fear of making mistakes. And another problem in their learning was students sometimes did not obtain a good mark in examination because they do not understand the question. So these are the some challenges that students were facing in EMI education.

Learning through English medium instruction is a challenging task. Students have different experiences toward English Medium Instruction that make them difficult to understand. Different reasons that make EMI as a challenge. According to the students' responses of the students' challenges were presented through the table 14:

Table 14

Learning through English medium instruction is a challenging task

| S.N. | Responses | Number | Frequency |
|------|----------------------------------|--------|-----------|
| a. | English is not mother tongue | 10 | 33.33% |
| b. | Poor in English language | 7 | 23.33% |
| c. | Lack of practice at home | 9 | 30% |
| d. | Different ability of the student | 4 | 13.33% |

Table 14 showed that learning through English Medium Instruction is a challenging task because 33.33% of students responded that it was a challenging

because English is not mother tongue, 23.33% students were poor in English language and 30% students had challenges on English language due to the lack of practice. And 13.33% students responded that due to different ability they have to face problems in Learning through EMI. To sum up, almost the students were poor in English language because all the students were from different linguistic background, it was not a mother tongue and students did not practice at home they did not work hard so that English medium instruction became the challenging task.

English medium instruction for quality education. Students had different vision about English Medium Instruction so that I questioned them whether English Medium Instruction is only the way for quality education or not so that their responses had presented through the table 15:

Table 15

EMI is Effective Way for Quality Education

| S.N | Responses | Number | Frequency |
|-----|-----------|--------|-----------|
| a. | Yes | 22 | 73.33% |
| b. | No | 8 | 26.66% |

Table 15, the data showed that 73.33% students perceive that English Medium Instruction is effective way for quality education and only 26.66% students did not perceive EMI is only the way for quality education. To sum up, English medium instruction is effective way for quality education.

Students answered that

EMI is the best way for achieving quality education, because it increase the chances of success, it helps to compete with the people, it helps to have a better job in future. English has achieved global status, it is for economic growth.

According to the responses of the students, in the context of our developing country Nepal it is very important to implement EMI based education in every schools for quality education because it has high status, the world is being very competitive and tough in education field people having with good knowledge and skills of English

language, will get the good job with high position. People are being competitive in English education because it is also for the economic growth as well.

Parents' perceptions on English medium instruction. Questionnaire with students was not enough to make my research relevant so that I interviewed with three parents of the students on the topic English medium Instruction. The data obtained from interview were transcribed and analyzed by using thematic analysis. In this study, pseudo names were used to conceal the identity of participants. P1, P2 and P3 were used for parents. I have interviewed them in Nepali language and translated into English language and I have done my best to make a real sense of their meaning while translating them. The major points of the data presentation, analysis and interpretation have been presented under the following topics:

English language provides opportunities for further Career development.

A person who have the good knowledge of English he/she can do everything, can get the lot of opportunities in their future. Learning through English medium will develop the English speaking skills and speaking skills foremost skill for job so there will the lots of opportunities for children.

When I asked the question to the parents that why do they prefer to send their children in EMI implemented school to this question parents responded similarly that for the better future and job opportunities. The responses of parents presented by replacing their name with P1, P2 and P3.

I have not study but I had a dream that my children could learn as their wish. At our time we did not have a time to study, no value for education therefore I had a dream that my children can take a good education by obtaining the good marks in English subject. The value of English is increasing day by day so that I prefer to send my children to this school. (Source: interview with P1)

I could not study at the higher class, I had a dream to send my children to college for higher education. My only one dream is to make my children to speak English fluently. English is very important, the upcoming generation won't get any job without English. Those children who are learning in English school (boarding school) they will have a good future. In every sector there is

the importance of English language therefore I send my children to EMI implemented school. (Source: interview with P2)

My friends share that English is very important and the value of English language is important in each and every sector so that my friends admitted their children in English Medium School. Everybody feel proud of themselves for sending kids to more expensive schools by paying high fees where English is primarily focused. So that I also felt that without English, no one would get a job and opportunities in this century. That's why I sent my children to public schools where English is prioritized. (Source: interview with P3)

Analyzing three parent's views above, English language has a good scope in every sector in this century. Parents' believed that English is superior language and their children will gets lots of opportunities by learning in English medium. All the parents are worried about the future of their children. Parent's believed that English is prestigious language it promotes prestige in the community and EMI helps students to facilitate the learning of content and English skills. It has become such a well-adopted medium of instruction in higher education in Nepal.

English language as a prestigious language. English language is one of the prestigious language in the world, also called it is a superior language. Having a good knowledge of English language is called superior and prestigious man. So there is high demand of English language in this global market. Every school in Nepal shifting their medium of instruction to English language because now it is being a kind of fashion.

When I questioned about the reasons about sending their children in EMI implemented school parents has responded that learning English is foremost skill and it's a kind of trend as well. Responses of parents were presented as below:

English language is richest language in the world and I had a dream to send my children in English medium school because to make my children able to read and write in English, to get a good job in future, to get lot of opportunities, to make a good English teacher etc. these are the reasons so

that I have send my children in EMI implemented school.(Source: interview with P1)

I have never ever studied English in my life. Nowadays, we are bound to learn English. My daughter always forced me to send her to an English Medium school. The prime reason was that her best friends study in English medium school. So that I have compelled to send her in this school but nowadays we are really happy by enrolling my daughter in that school.(Source: interview with P2)

Nowadays every parents are sending their children in private school also called boarding school it also looks like a fashion. Everybody are paying high fees for the English Medium. Parents' believed that while sending their children in English Medium School students will have a lots of opportunities and get a good job in future so that we are also compelled to send our children for their bright future.(Source : interview with P3)

After analyzing the parents' views EMI is growing as a kind of fashion. This fashion is linked to cultural capital in a globalized society where parents of public schools want to switch schools. As new fashion first attracts the attention of the people who are not in the habit of being changed i.e. lower class people, the same group of people are more attracted to enroll their children in EMI schools.

English language for academic and professional carrier. English is basic skill that helps students for future advancement and for the professional carrier. Learning through English medium instruction develops the English language skill that is most important skill for their academic field and that provides an access to the workplace. It makes the students to be competitive in the global market.

So all the parents presented their perceptions about the advantages of learning through English medium instruction for the academic and professional carrier of their children. Parents' responses are presented below;

Off course there will be the advantages of learning through EMI for children such as they can easily read and write in English. Children can communicate

more efficiently with people from different parts of the world. This also prepares children for future jobs where English will be the primary language of communication. (Source: interview with P1)

Children will get the lot of advantages through English Medium Instruction, English language is primary skill for the job, a fluent English speaker can get job easily, so it helps for the academic carrier, It helps to make the children more attractive in the global market. It also helps children to study in aboard. (Source: interview with P2)

If the children have the good knowledge of English language. He/she can tackle with many problems, we do not have the knowledge of English language so that we have to face lots of problems so if our children became fluent in English language they can handle all those problem. He/she can compete with the global market. English is a powerful language and it uplift people with the use of powerful language. So English is for economic development, social mobility and participation in the global economy. (Source: interview with P3)

After analyzing the different views of the parent's about the advantages of learning through English Medium Instruction, we can say that, English provides a better academic and professional carrier in national and international arenas.

English medium instruction as an effective way for quality education.

English language is one of the powerful language, it is being used all over the world. 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. So in the context of our developing country Nepal it is foremost to apply EMI based education. 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.

So, all the parents agreed that English medium instruction is one of the way to bring quality education. The responses of parents were presented below;

English is a powerful weapon that can control the society, it has the important role from education to economy. A person with good command over English language can control the family, society as well as country too. In every sector of our life we need the good knowledge of English language to access with the ICT tools and this is most important for the quality education so that I think EMI is an effective way for quality education. (Source: interview with P1)

Learning through English medium Instruction can develop the communication skills of our children, they can have a better job in future, and children can learn English indirectly through other subjects which are taught in English and students improve their English Language skills. (Source: interview with P2)

EMI help children to acquire English language that enables them to cope up with globalization. English Medium is the demand in the context of globalization and modernization. And in this modernize context it is necessary to have a good knowledge and skills of English that help to become competitive with this society. (Source: interview with P3)

From these above discussion, we can say that English language helps to make our mind broaden in the globalized context. It is important to get information from the worldwide, it gives more opportunities for a good job and it improves the student's language skills therefore, they perform their best everywhere they go to perform. The purpose of our education is to make our life easier to live so English Medium instruction is the best way for quality education.

People having good command in English language are respected and appreciated. Learning an English language is like as a trend, it's a popular language, it has given a high popularity in everyday communication, academia, business and entertainment, it's no wonder many are saying it's important for all to learn and speak English.

In the context of our country, Nepal parents are admitting their children in Emi based school because they all believed that the person who have good knowledge of English can get the good job in future and those person will be respected and appreciated.

So, all the parents narrated their perceptions toward the English medium instruction and their responses were presented below;

The demand of English language is being higher it has influenced in the Nepalese society because it shows the gap between the people in the society as upper and middle classes. It has created that EMI educated are taken as superior and non- EMIEDUCATED are as inferior. English is taken as a superior language and English educated people are taken as highly prestigious in the society. (Source: interview with P1)

We want to give good education through EMI, even though we do not have enough knowledge about English. We are trying to give best education as wish of my children, even though we have low economic status. Despite having low economic status, parents show keen interest to enroll their children in EMI schools because all the parents believed that it is powerful language. So nowadays we also realized that it is very important to give education in English to our children, because the children's are also really motivating and enjoying by learning through English language. (Source: interview with P2)

EMI is a rapidly growing trend in our country. Every people enroll their children in EMI School. Some parents believe they are inferior if they do not study or educate their children in English medium. Children believed that switching to EMI responded to the demand of the present day and would not be dominated by other colleagues in the community. English is taken as a superior language and English- educated people are taken as highly prestigious in the society. (Source: interview with P3)

After all these discussion from parents, we can say that, in the context of Nepal, EMI is practiced as a means to gain power in the society. People believe that person having good command over English gains high prestige and reputation.

Similarly, people believe they are inferior if they do not study or educated their children in English medium school. So to have prestige, reputation in the society parents enroll their children in EMI School.

Chapter 5

Findings, Conclusions and Recommendations

On the basis of analysis of data and interpretation the findings, conclusion of the research has been drawn and recommendations were forwarded in this section.

Findings

This study explored the existing situation of the EMI applied in the community schools. After the rigorous analysis and interpretation of the collected data, the following major findings were derived:

Students' experiences toward English medium instruction. Students were highly motivating towards learning through English medium, even though they feel difficult in learning through English. To implement English medium Instruction is beneficial in community because it is the demand of the global market. More than fifty percent (50%) students responded that English medium instruction is very helpful to develop English proficiency. Students responded that EMI help them to learning achievement in English language, 76.66% students were agree with this statement. More than 70% students' responded that it helps them in their learning process. Students were learning in EMI school for expecting the different reasons such as to go aboard, to create a better future opportunities, and to have a better job in future. Students expect that learning through English Medium instruction will help them to create a better opportunities in future because students believe that without English they won't get job and English is primary skill in each and every sector. Mostly teachers are using individual work for teaching and learning but the students are interested to learn through the group work. Almost the teachers were using the printed materials such as books as the primary materials for the teaching very rarely teacher use audio- video materials such as PowerPoint. More than 80% students responded that English Medium Instruction is the effective way for the quality education. Almost the teachers were very helpful in the classroom while the student feel difficult in their learning process. Teacher role is most important in teaching and learning process so that teachers are very supportive and it is one of the quality that is needed to be a good teacher. Learning through EMI was also the challenges for the

students because it is not the mother tongue of the students and they were from the different linguistic background, lack of practices at home, different ability of the students that made the challenging task for the students to learn through EMI.

Parents' perceptions toward English medium instruction. Almost parents were very optimistic towards EMI schools because they believed that English is powerful language and their children can't get the job without English language. Learning English language ensures better job. Having good knowledge of English is known as the respected and appreciated person. Learning of English language provides lots of opportunities for carrier development. Students can learn English language indirectly and also learn the subject matter through English medium so that EMI helps students to develop communication skills as well. English has a good status in the society from education to economy, it provides a better opportunity in national and international arenas so that parents enroll their children EMI School.

Conclusions

English is one of the dominant language, which is widely used in this globalize world. It is broadly beneficial for the pupils to have good command over it. English language will help them in higher studies and for future carriers. Due to this global demand of English language nowadays government funded community schools are also shifting their medium of instruction from Nepali to English, It is the interest of all the people such as students, teachers, parents, schools, school administration etc. All the people have mixed perception and attitudes on that.

Interpretation of the data and the result can reveal their narratives. The results helped me to draw out the conclusion of my research. The main objective of my study were to find out the experiences of students' and parents' towards English medium instruction.

Both students and parents were addressing the effective implementation of EMI in schools. Students and parents both were positive toward EMI in community schools. Students are indeed in favor of using English exclusively they can develop English communication skill and also they understand the content. So EMI is effective for the students' better learning in English. English language is an

international language it has many advantages and also it has more challenges to implement EMI in the context of our diverse language background of the students, less practice of students at home, mother tongue interference, lack of qualified teachers but above problems students are trying their best to learn through EMI.

EMI is necessary in the present situation of education and community schools either for growing demand of parents to survive among private schools. English is powerful language and it has very important role. That's why government, policy makers, stakeholders and other related persons should have broad discussion and should be fully prepared to implement EMI effectively.

Recommendations

On the basis of the above mentioned findings, the following recommendation have been proposed.

Recommendations for policy related.

-) For successful implementation of EMI in community school, EMI related training is essential for the teachers.
-) English Medium Instruction based educational is beneficial so there should good policy.
-) EMI is the best way to bring quality education that's why EMI should be implied in all Schools, College and University.
-) Sufficient reference materials should be developed and distributed to the community school.
-) School management committee, parents and teachers should appoint the qualified and experienced teachers.

Practice related.Some of the following recommendations that are applicable at practice level. They are:

-) Teaching and learning should be in child friendly environment.
-) Teacher should consider about the interest and interest of the students.

-) Teacher should focus on teaching learning materials which arouses the interest of students for learning in the classroom.
-) Teacher mostly focus on the group learning rather than the individual learning.
-) Teacher should motivate students for using English language for the students and teacher should interact with students in Nepali language if students have unable to understand the subject matter. And teacher should encourage, inspire for the students to learn through English medium.

Further research related.No research study is complete in itself. Each research study has own purpose and findings. The study has been carried out about students' experiences about EMI in community school only at secondary level in Kathmandu district. There are many things left out to be studied. Further researcher may research on the following areas:

-) To find out the gap between private schools and community schools of Nepal after implementation of EMI.
-) Further research can be conducted to find out the Headmasters' perceptions towards English Medium Instruction.
-) Research can be conducted to involve many private schools in order to determine other more issues and opportunities for implementation of EMI in education delivery.

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Appendices

Appendix- I

Consent Form

Dear Respondents,

This questionnaire is a research tool for gathering information for my research work entitled **Students' Experiences of using English as a Medium of Instruction in Community Schools**, especially with the secondary level students and parents. For the partial fulfillment of M.Ed. in English Education course 'Thesis writing'/ Eng. Ed '544'. I am carrying out this research under the guidance of **Mr. Resham Acharya**, Teaching Assistance of English Education. Your participation and response to the questionnaire has value to my present study. The information provided by you will be of great help to me. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidentially.

Researcher
Sushmita Thapa
Department of English Education
Tribhuvan University, Kirtipur

Appendix II

Questionnaire to the Students

Please put a tick () agreement in the following questions.

Q. 1. I feel easy to learn in English medium instruction?

- a) Strongly agree b) Agree c) Strongly disagree
d) Disagree

Q. 2. I feel easy to learn in Nepali medium instruction.

- a) Strongly agree b) Agree c) Strongly disagree
d) Disagree

Q.3. In which medium do you feel easy to learn?

- a) Nepali b) English c) Both Nepali and English d) Other language

Q.4. English Medium instruction is beneficial in community school.

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

Q.5. English medium instruction helps to develop English proficiency.

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

Q.6. EMI helps the student's learning achievement in English.

- a) Strongly agree b) Agree c) Strongly disagree
d) Disagree

Q.7. Learning through English medium instruction will help me to....

- a) Go aboard.
b) Create a better opportunities in future.
c) Have better job
d) All of the above.

Q.8. which techniques do your teachers use while teaching through EMI?

- a) Lecture b) Group work c) Pair work d) Individual work
e) Question answer e) Discussion f) Other

Q.9. which techniques do you prefer to learn?

- a) Lecture b) Group work c) Discussion d) Question answer e) Pair
work f) Other

Q.10. what kind of teaching materials do your teachers use while teaching through English?

- a) Printed b) Audio c) Audio- video d) All of the above

Q.11. English medium instruction is effective way for quality education.

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

Q.12. Teacher support you if you have problem in your study?

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

Q.13. English medium instruction is also the challenges for students.

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

Q. 14. Learning through the English medium instruction is challenging task because.....

- a) Mother tongue is not English
- b) Poor in English language
- c) Lack of practices at home
- d) Ability of the students

Q.15. Do you think that EMI is the effective way for quality education?

- a) Yes b) No

Please give your answer freely on the following questions.

1) In which language do you prefer to learn subject (content)? Why?

.....
.....

2) How is your experiences regarding the use of English as a medium of instruction?

.....
.....

3) What are the benefits that you are getting through English medium instruction?

.....

4) What are the problems that you have to face while learning through English medium instruction?

.....
.....

5) What kind of method/ activities are using by the teacher in the classroom?

.....

6) Is English medium Instruction is only the way for achieving the quality education? Give your reason...

.....
.....

7) Is it necessary to implement English medium instruction in the community schools? Mention your reason

.....

Appendix- III

Interview Questions for the Parents

1. Why did you prefer to send your children to EMI implemented school?
2. What are the reasons for sending the children in EMI implemented school?
3. What will be the future advantages of learning through EMI for your children?
4. Do you think that EMI is an effective way for quality education?
5. How do you narrate your experiences of sending your children to EMI implemented community school?

Appendix – IV

Interview Transcript

P1

Interviewer: Namaskar.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: I am good.

Interviewer: I am here to ask about your perceptions towards English Medium Instruction for sending your children in community school, So, I hope that you will share me your ideas.

Interviewee: Yes sure I will do.

Interviewer: Okay, at first my question is, Why did you prefer to send your children to EMI implemented school?

Interviewee: I have not study but I had a dream that my children could learn as their wish. At our time we did not have a time to study, no value for education therefore I had a dream that my children can take a good education by obtaining the good marks in English subject. The value of English is increasing day by day so that I prefer to send my children to this school.

Interviewer: What are the reasons for sending the children in EMI implemented school?

Interviewee: English language is richest language in the world and I had a dream to send my children in English medium school because to make my children able to read and write in English, to get a good job in future, to get lot of opportunities, to make a good English teacher etc. These are the reasons so that I have send my children in EMI implemented school.

Interviewer: What will be the future advantages of learning through EMI for your children?

Interviewee: Off course there will be the advantages of learning through EMI for children such as they can easily read and write in English. Children can communicate more efficiently with people from different parts of the world. This also prepares children for future jobs where English is the primary language of communication.

Interviewer: Do you think that EMI is an effective way for quality education?

Interviewee: English is a powerful weapon that can control the society, it has the important role from education to economy. A person with good command over English language can control the family, society as well as country too. In every sector of our life we need the good knowledge of English language to access with ICT tools and this is most important for the quality education so that in my opinion EMI is an effective way for quality education.

Interviewer: My last question, how do you narrate your experiences of sending your children to EMI implemented community school?

Interviewee: The demand of English language is being higher it has influenced in the Nepalese society because it shows the gap between the people in the society as upper and middle classes. It has created that EMI educated are taken as superior and non-EMI educated are as inferior. English is taken as superior language and English educated people are taken as highly prestigious in the society.

Interviewer: Thank you so much for providing your valuable information and precious time.

Interviewee: It is my pleasure. Thank you.

P2

Interviewer: Namaskar.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: I am fine.

Interviewer: I am here to ask your perceptions towards English medium instruction for sending your children in EMI implemented school. Would you please, share me your ideas.

Interviewee: Okay.

Interviewer: Okay, Now my first question is.... Why did you prefer to send your children to EMI implemented school?

Interviewee: I could not study at the higher class, I had a dream to send my children to college for higher education. My only one dream is to make my children to speak English fluently. English is very important, the upcoming generation won't get any job without English. Those children who are learning in English school (boarding school) they will have a good future. In every sector there is the importance of English language therefore I send my children to EMI implemented school.

Interviewer: What are the reasons for sending the children in EMI implemented school?

Interviewee: I have never ever studied English in my life. Nowadays, we are bound to learn English. My daughter always forced me to send her to an English medium school. The prime reason was that her best friends study in English medium school. So that I have compelled to send her in this school but nowadays we are really happy by enrolling my daughter in that school.

Interviewer: What will be the future advantages of learning through EMI for your children?

Interviewee: Children will get the lot of advantages through English medium instruction, English language is primary skill for the job, a fluent English speaker can get job easily, so it helps for the academic carrier. It helps to make the children more attractive in the global market. It also helps children to study in aboard.

Interviewer: Do you think that EMI is an effective way for quality education?

Interviewee: Learning through English medium Instruction can develop the communication skills of our children, they can have a better job in future, and children can learn English indirectly through other subjects which are taught in English and students improve their English Language skills.

Interviewer: Now it's my last question How do you narrate your experiences of sending your children to EMI implemented community school?

Interviewee: We want to give good education through EMI, even though we do not have enough knowledge about English. We are trying to give best education as wish of my children, even though we have low economic status. Despite having low economic status, parents show keen interest to enroll their children in EMI schools because all the parents believed that it is powerful language. So nowadays we also realized that it is very important to give education in English to our children, because the children's are also really motivating and enjoying by learning through English language.

Interviewer: Thank you so much, for giving me your valuable information.

Interviewee: Thank you. Wish you best of luck.

P3

Interviewer: Namaskar.

Interviewee: Namaste.

Interviewer: Are you fine?

Interviewee: Yeah, I am fine.

Interviewer: I am here to collect your some ideas about English Medium Instruction.

If you don't mind, could you please help me by providing your information?

Interviewee: Yeah, sure.

Interviewer: Okay, My first question is....Why did you prefer to send your children to EMI implemented school?

Interviewee: My friends share that English is very important and the value of English language is important in each and every sector so that my friends admitted their children in English medium school. Everybody feel proud of themselves for sending kids to more expensive schools by paying high fees where English is primarily focused. So that I also felt that without English, no one would get a job and

opportunities in this century. That's why I have sent my children to community schools where English is prioritized.

Interviewer: What are the reasons for sending the children in EMI implemented school?

Interviewee: Nowadays every parents are sending their children in private school also called boarding school it also looks like a fashion. Everybody are paying high fees for the English medium. Parents' believed that while sending their children in English medium school, students will have a lot of opportunities and get a good job in future so that we are also compelled to send our children for their bright future.

Interviewer: What will be the future advantages of learning through EMI for your children?

Interviewee: If the children have the good knowledge of English language. He/She can tackle with many problems, we do not have the knowledge of English language so that we have to face lots of problems so if our children became fluent in English language they can handle all those problems. He/She can compete with the global market. English is a powerful language and it uplift people with the use of powerful language. So English is for economic development, social mobility and participation in the global economy.

Interviewer: Do you think that EMI is an effective way for quality education?

Interviewee: EMI help children to acquire English language that enables them to cope up with globalization. English medium is the demand in the context of globalization and modernization. And in this modernize context it is necessary to have a good knowledge and skills of English that help to be competitive with this society.

Interviewer: Now, last question... How do you narrate your experiences of sending your children to EMI implemented community school?

Interviewee: EMI is a rapidly growing trend in our country. Every people enroll their children in EMI schools. Some parents believe they are inferior if they do not study or educate their children in English medium. Children believed that switching to EMI responded to the demand of the present day and would not be dominated by other

colleagues in the community. English is taken as a superior language and English-educated people are taken as highly prestigious and respected person in the society.

Interviewer: Thank you so much for providing me your information and your precious time.

Interviewee: Thank you!