

**TEACHERS' PERCEPTIONS ON PRACTICES OF EMI
IN PUBLIC SCHOOLS OF SINDHULI**

**A Thesis Submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted by
Deepa Kumari Kaphle**

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

2021

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DECLARATION

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

Date: 02/02/2021

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Deepa Kumari Kaphle

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Deepa Kumari Kaphle** has completed the research of her M.Ed. Thesis entitled **Teachers' Perceptions on Practices of EMI in Public Schools of Sindhuli** under my guidance and supervision.

I recommended this thesis for acceptance.

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DEDICATION

Dedicated to,

My Parents

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Deepa Kumari Kaphle

ABSTRACT

This research entitled **Teachers' Perceptions on Practices of EMI in Public Schools of Sindhuli**. The main aim of this research was to find out the perception towards using English as the medium of instruction and its current situation. This study was carried out in public schools of Sindhuli district where EMI has been implemented. It was conducted among secondary level teachers using questionnaire and classroom observation as the tools. The major finding of this research was that the teachers were found having the positive perceptions regarding the implementation of EMI but they were also found to have been facing challenges to implement it effectively in the real classrooms. Majority of the teachers (i.e. 80%) repeated that English is an international language, so, EMI should be implemented in schools as it helps to provide quality education to the students. This research study was focused on the practice of EMI in the real classrooms, the majority of teachers, on the basis of the data, were found involving their students in interaction in the English language for implementing EMI effectively.

This thesis consists of five chapters. The first chapter is introductory part. It includes 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 are consisted in this chapter. Similarly, the second chapter consists of review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study. In the same way, the third chapter consists of methodological procedures used for carrying out the research. This chapter includes population, sample and sampling strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations. After that, the fourth chapter deals with the analysis and interpretation of data. And at the end, results and the conclusion of the study has been presented after analyzing and interpreting data. The appropriate recommendations are suggested in the fifth chapter of this study and they are followed by the references and the appendices.

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List of Symbols and Abbreviation

M.Ed.	-	Master of Education
Prof.	-	Professor
Mr.	-	Mister
NELTA.	-	Nepal English Language Teacher Association
Regd. No.	-	Registration Number
i.e.	-	That is
Dr.	-	Doctor
P.	-	Page
No.	-	Number
EMI.	-	English as a medium of instruction
NESP.	-	National Education system plan
NEC.	-	Nepal Education Commission

Chapter I

Introduction

This is the study entitled "Teachers' Perceptions on Practices of EMI in Public Schools of Sindhuli". This chapter consists of the 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

Instruction refers to the practice or profession of instructing. It is a method to identify, assess, activate and build on the prior knowledge, experiences and skills that a given group of students brings to learning in each content area. Johnson (1967, p. 18) states that "instruction is the interaction between teaching agent and one or more individuals intending to learn knowledge that is appropriate for the students to learn." Similarly, instruction is defined as detailed information on how to do or use something and perform a particular operation. Thus, it is the strategy for motivating and encouraging student's success. English as a medium of instruction, on the other hand, refers to the practice and use of English language to instruct or teach various academic subjects and to deliver information through it, i.e. while teaching subjects like mathematics, science, social and non academic trainings, seminars and workshops. In this way English medium refers to the conducting teaching learning activities in English. Dearden (2014) defines EMI as 'the use of English language to teach academic subjects in countries or jurisdictions where (L₂) of the majority of the population is not English.

English is regarded as a bridge for the transmission of civilization and culture from one part of the world to another part of the world. Among various language in the world, it is used as one of the language as Lingua Franca, mother tongue and means of communication in the international level. Many books, magazines, periodicals are circulated throughout the world in the English language. The signboards, play cards, advertisements and the names of the medicines are written in English. In this way, most of the significant resource in any country and of any discipline are found to be written or published in the English language. Harmer (2007) says: By the end of 20th century English was already well on its way

to becoming a genuine Lingua Franca, that is a language used widely for communication between people who do not share the same first language. (p. 415)

The English language has been taught as foreign language in Nepal from primary to tertiary level. It has played the role of most indispensable vehicle to the transmission of modern civilization into the nation. It has been perceived as the worlds' mirror through which we can see and enjoy every corner of the world. The importance of the English in the present day world is found to be increased and Nepal is not an exception to it. It has been perceived that one who has a good command in English can easily survive in any part of the world. On the other, teaching English has gained increased momentum with the growing trends in socio-political changes and globalization sweeping the universe at large. With the change in time and situation, the curricula have been designed with specific modified features to suit Nepalese needs. The English language has become power bank of communication in the world. Therefore, the effects of English as a medium of instruction in the public school is carry out the better use and facilitate the communication.

Statement of the Problem

English as a medium of instruction (EMI) has significant demand in the Nepalese education system. It is one of the challenging subject taken in public school. The effects are significance in most of the classroom context specially the public school students need to know about it. The way of delivering the subject matter through English as a medium of instruction in the classroom in public school, sometimes may be erroneous or the effects of it in the school as a source of improvement.

In the context of Nepal, EMI is growing as a trend or fashion with its global craze. Sah (2015) says, “With the increasing demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal”. In Nepal, even though the EMI practice is in trend, most of the teachers are teaching English subjects in Nepali language as well as many of the students are being taught the content of English subject in Nepali language. The problem of learning English in Nepali language is creating the problem of hardships to the students in their personal or professional life

in terms of reading, writing, listening and speaking English which can harm the carrier advancement of them.

Nepal is the place of linguistic and cultural mosaic. There has been more than 123 languages spoken, they do have no equal status in terms of use and function. Some have high social functions like Nepali and others have minor such as Chepang. Nepali has been the medium of instruction for a long and it continues in the most of the government aided schools. However, the current scenario is different. The public schools are also shifting the medium of instruction from Nepali to English. The liberal educational policy provisions are the central to boost the use of English in Nepal. The public schools are given options to choose either Nepali or English as their medium of instruction.

In this way, we can see that, many government aided schools are implementing EMI in these days. Implementing EMI in the context of Nepal is most challenging itself because English is learnt as foreign language. Many researches have done in this field, in my research, I would like to explore the teachers' perceptions towards using English as the medium of instruction and its current situation of public schools of Sindhuli.

Objectives of the Study

The objectives of this study were as follows:

- i. To find out the teachers' perceptions on practices of EMI in public schools in terms of:
 - a. Content presentation
 - b. Teaching materials
 - c. Methodology
 - d. Evaluation
- ii. To suggest some pedagogical implication based on the findings of the study.

Research Questions

The following were the research questions of this study.

- i. What are the perceptions of teachers towards the implementation of EMI in Public Schools?
- ii. What are the challenges faced by the teachers in the process of implementing EMI in Public Schools?

Significance of the Study

This study is mainly concerned with the teachers' perception and their practice of it in the real classroom. Several researches have been carried out so far but not a single research work has been conducted on the topic of "Teachers' perceptions on practices of EMI in public schools of Sindhuli" in the department of English yet. This work provides information about the perception of teachers on EMI as well as the ways to practices EMI effectively in the real classroom environment. So, that this research study is helpful especially for the novice teachers who have not enough experience on practicing EMI. The findings of the research will be directly useful to the teachers, students, and parents. And it is equally beneficial for the researcher who want to carry out researches, educational administrators, and policy makers. It will be significant to educators as well as persons and organizations who want to implement EMI. This work is useful to all the people who are in the field of language teaching and learning, the school management committee, teachers and learners will be benefited from this study since they will know the effects of English language as a medium of instruction. Similarly, it provides some benefit to concerned authorities, textbook writers, language planner, curriculum designers, methodologists, and those who are directly or indirectly involved in teaching.

Delimitations of the Study

It was difficult to include large area in this kind of small research because of limited time and resources, so the researcher was bound to limit the study within a selected area. This study had the following delimitations.

- i. This study was limited to the teachers' perceptions on practices of EMI in public schools.
- ii. The area of study was delimited to different five public schools of Sindhuli district.
- iii. Data was collected only from the teachers teaching at secondary level.
- iv. The respondents was fifteen teachers from different public schools.
- v. The primary data of this study was collected through questionnaire and class observation.
- vi. The researcher observed fifteen different classes.

Operational Definitions of the Key Terms

In this study, following are the key terms:

EMI: Using English language as a medium of Instruction while teaching the subjects' contents.

Public schools: The government funded schools where the teachers are hired by Teacher service commission and are paid according to government scale. They are managed by public.

Instruction: It refers to the act of instructing, teaching of furnishing with information or knowledge.

Challenges: Facing with the difficulties and problems to carry out the actions effectively and freely.

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 section includes the discussion on medium of instruction, use of English as a medium of instruction, importance of English language, English language teaching in Nepal, government policy on EMI and implementation of EMI in Public Schools.

Medium of Instruction

The term medium of instruction refers to the language used by teachers to teach their students in a classroom. Teaching the language or education content through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it. For example, English is used from the beginning of a course as the main language in class and the teacher adapts their methodology to support meaning.

The language researcher (Graddol 2004, p. 47) predicts that the global spread of English will lead to serious economic and political disadvantage in the future in the UK unless plans are put in place immediately to remedy the situation. Further, Graddol concludes that monolingual English graduates face a bleak economic future as qualified multilingual young people from other countries are providing to have a complete advantage over their British counterparts in global companies and organizations.

Use of English as Medium of Instruction

English is considered as a foreign language for the speakers of Nepali, it is taught as a school subject. In earlier decades, the purpose of English in Nepal is to give students a foreign language competence that may be used to listen to radio to understand dialogue in the movies, to use language for communication.

In recent days, English has taken a new dimension in the higher education of Nepal. Private Schools and Universities have begun offering several courses in English whereas state owned schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and colleges has begun as English mania today in Nepal. Because of it, students who read in community schools are decreased and students in private English medium schools are increased. So, we can see some of the community schools are nowadays started their instruction in English medium. The government policy is silent in this case.

The government doesn't tell anything to its schools. But some of the schools are closed because of the lack of students. Though community schools are run but they have very few amounts of students mainly from the poor family background. Mostly this happens in urban area. In the private schools and colleges today, Nepali is taught as a subject. Mainly, English is used as an instruction in three forms. English is used for instruction as mother tongue. English is used for instruction as a second language and English is used for instruction as an English is used for instruction as a foreign language.

Importance of English Language

Education is the strong weapon available for restricting the questions people ask, controlling what they think and ensuring that they get their thoughts from above. Similarly, English has been used to teach multi skills like as writing reading and speaking. There are innumerable languages in the world; among them, English is one of the most influential languages in the world. Many different languages are in vogue in the present world. English is one of the richest languages on terms of the written literature, stock of vocabulary and its users.

Since, English is the most widely used official language of United Nations. (UN) and a dominant language in all the areas of an academic study, e.g. mass media, international diplomacy, science and technology, education, arts and commerce, it is spreading all the books and corners of the world day by day. Sthapit (1998) says "It is a principal language for international communication and gateway to the world body of knowledge."

A person, who has good knowledge in English, will be known everywhere. The role of information technology has played a vital role in the field of politics, science, business and mass media and so on. Therefore, realizing this fact English is taught as a core subject from grade four to bachelor's level in Nepal.

Thus, we can conclude the medium of instruction English in government school plays a significant role in developing student's capacity. In the further sections the skills are essential to be discussed in relation to the effectiveness of English in government aided school.

Language is related to human phenomenon i.e. natural tendency for human being only. They produce certain kind of symbols on the basis of which they always transfer their thoughts, feelings, desires, emotions and beliefs. The Encyclopedia Britannica (2005) defines language as "a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in its cultural communicate." (Vol. 6p. 14)

English is one of the most spoken language across the world, and it has been estimated of about 250-350 million non-native speakers which means that there are a huge number of people who converse and communicate in English even though it is not their own language or native tongue (Graddol, 2004p. 34).

English is popular all over the world. It is not only spoken in Britain and America but also in every corner of the world. Thus, it is an international language. It is widely accepted as the language of international communication as it is used by the UNO as SAARC countries. It is used to get worldwide knowledge in various fields like literature, academics, science and technology. The interest on the English language has been increased day by day. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given greater importance even in the education system of Nepal. In addition, it is used as an access language to libraries and as a mean of instruction and evaluation at the higher levels of education.

When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. The presence of English as a

universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying, education has increased the role of English. All correspondences between offices in different countries and also between political leaders for various countries are in English. This linking factor also tells of the importance of English language. In spite of the growth of internet in various languages, English is the mainstay of the internet users. This is the language in which most of the information and websites are available.

English Language Teaching in Nepal

Language is a widely used means of communication through which we share thoughts, feelings and emotions. The English language is learnt in order to communicate with large number of people. English is globally used in all over the world. So, it has been compulsorily taught from Grade one to Bachelors level in the government aided schools and campuses of Nepal. It has been taught and learnt as a foreign language.

English language entered in the Nepalese education system when English medium school called Durbar High school was established in 1910 B.S. Bhattarai, (2006, p.1) States, when the first Rana prime Minister, Janga Bahadur Rana returned from his visit to England, he established a school popularly known as Durbar school where English was taught as one of the subjects at Thapathali. During that period the teaching learning process was only limited to Rana family. Later, Rana prime Minister Bir Shamsar allowed children of the general people to study there in 1942 B.S. (as cited in Karn, 2010). After the establishment of Tri-chandra college, English was started to be taught at higher level too. After the rise of democracy in 2007 B.S. Many commissions were founded to collect the suggestions for the development of education in Nepal in different years. Among them, NESP 2028, NEC 2045 contributed greatly to the development of English language teaching. Likewise, the government allowed to establish private schools from 2038 BS, which played vital role in the development of ELT because the medium of instruction was English in those schools. Moreover, many commissions, plans policies are introduced to improve the student's proficiency in English.

In the current context of Nepal, English language is being used as a foreign language. It is developed as the fulfillment of the purpose of international communication in Nepal. In Nepal, English language is being taught as a compulsory subject from grade one to Bachelor 1st year and from PCL to Masters level, it is being taught as a major subject in the faculty of Education, Humanities and social sciences.

Regarding EMI, Khati (2016) says that after the restoration of democracy in 1990, many private English schools started EMI from grade one and public schools followed the same pattern. Similarly, Sah (2015) states, "The MOI is implementing EMI policy to ensure quality education in public schools and increase the number of students by considering Nepalese Parents' perception of having of their children's better future". In these present days, people can remain illiterate if they are not familiar with English language because most of the sources of knowledge are in English language such as most of the books, articles, journals and magazines are found in English language. Although, it is the strong need of teaching English language in Nepal even though there are several problems regarding teaching English language in terms of administrative support, language lab, peer cooperation, heterogeneous classroom, size of the classroom, number of the students inside the classroom, teaching techniques and strategies and so on.

Government Policy on EMI

English as an international language plays pivotal role in global context. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge. A several plans and policies have been introduced in different times in the history of Nepalese Education regarding languages 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 a medium of instruction than English language at that time. As the MOI, MOE (1971) suggested that both the English and Nepali languages are used as the MOI. The policy at this time, have given focus on both language regarding the use of MOI. Similarly, UNESCO report (1996) concludes that the best medium for teaching child is his mother Tongue. As NEC recommended NMI up to higher education level, this report has also focused on mother tongue than other language regarding the use of language

in instruction. Because of the multilingual community in Nepal, it is a burning issue of choosing a language as a medium of instruction in institutions or schools. The constitution of Nepal (2015) has removed the trend of the language of the nation and ensured that all the spoken languages in Nepal are the national languages.

Some people and some linguists are pressurizing to use local language as a medium of instruction at least up to primary level whereas some other people and scholars are against of it because of the high demand of English language all over the world. Constitution of Nepal, (2015) has stated 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. In the same way, Education Act (1971) has allowed the schools to adopt English and Nepali or both of them as a medium of instruction without any legal restrictions. Similarly, the government of Nepal, ministry of Education and Education Department made the policy on SSRP (2009-2015) to launch the programme of multilingual education in 7500 schools.

Regarding the use of language as a medium of instruction, SSDP (2016) Mentions that there is the provision of using trilingual language as a medium of instruction. The practice of EMI nowadays in Nepal is increasing day by day.

Despite of all the challenges and problems in EMI, Schools nowadays prefer to use it for several advantageous reasons. The situation that has prevailed in the country since the Rana Regime is one of the policies where non-Nepali speakers have been at a disadvantage in education employment, and other social benefits Kansakar (1996, P. 18).

Although there are no rigid educational provisions about English as medium of instruction, there are some related policies which as follows:

Education Act (1972) in its Article 6 states that the medium of instruction in schools shall be Nepali, English or either and primary education can be provided in mother tongue. Similarly, the current interim plan prepared for the fiscal year (2070/71-2072/73) has declared that the opportunities of bilingual education shall be extended through developing textbook or teachers in mother tongue.

National Education system plan (1971-1975) has included Nepali, English and Sanskrit language into school Education. Similarly national educational commission (1992) has stated that primary education should be provided in local mother tongue and it also recommended that one who has command over mother tongue will be prioritized for the primary level teacher in school.

Higher level National Education commission (1998) has recommended for compulsory and mother tongue education. According to Educational high level working committee, Roll's report, teaching learning of Nepali and English language will be compulsory from the grade one of primary levels and mother tongue, Sanskrit education and other languages will be kept in optional group. National curriculum framework (2007) has highlighted the issues and challenges for the medium of instruction like heterogeneous community, lack of management of teachers of bilingual education, etc.

The current practice shows that public schools are allured to the English medium for the fact to increase student teacher quotas and the global trend of globalization and multilingual scenarios. Phyak (2015, as cited in Ojha 2015) views that "parents growing aspiration to educate their children in English medium schools is the most significant factor behind the expansion of English is schools. In the recent days, public schools which have adopted EMI in school are attracting more students. As the local communities are raising the voice in support of using local language in school as a medium of instruction, schools are adopting English language as a medium of instruction concerning the functional demand of it.

By reviewing and analyzing the policies in education, it is to say that language policies itself are in the controversy. There is the controversy between the policies regarding EMI because government of Nepal has not set the policies in the same way. Some documents are supporting the monolingual education system whereas some are not giving focus for it rather it supports the multilingual education system. So, we can find some documents giving focus on monolingual language policy in education mean while we also can find some documents focusing on mother tongue based multilingual policy in education.

The trend of growing EMI is increasing day by day. Currently, the school level of education system in Nepal consists primary (5 years: grade 1-5), lower secondary (3 years: grade 6-8), secondary (2 years: grade 9-10) and higher secondary (2 years: 11-12) teaching. In college or university level, there is provision of three or four years of bachelor, two years of master and three to five years of Phd degrees. So, it shows that, Nepal is also applying the practice of EMI in these current days. The MOI has also implemented EMI to bridge the gap between private and public school and for ensuring quality education and to attract the students towards the government schools. Deardon (2014) as cited in Khatri (2016) says that as the global ELT discourse too, it is a growing phenomenon in public and private education in all stages of education (primary, secondary and tertiary) across the world. In the context of Nepal, in school, college and university campuses, EMI is implementing in present situation. As the growing trend of emerging EMI policy in all over the world, Nepal also has the unstated practice of EMI policy for various purposes. In Nepal, Some people are in the favour of EMI where some others are in the opposition of it because of their concern about the long lasting impact of English language on other local languages in the nation. However, people are getting more attracted towards EMI because of its global trend.

Implementation of EMI in Public Schools

English as medium of instruction (EMI) has significant demand in the Nepalese education system. The government of Nepal has recently proposed to shift the medium of instruction from Nepali to English in government aided schools. Nepal is a small country but it has a huge diversity in ethnicity. Each of the ethnic groups has its own language and wants its local language to be given recognition nationally. The number of languages spoken in Nepal is not certain. In this situation of Nepal, it is necessary of choose English language to overcome all the problems related with the medium of instruction in academic institution as well as to be able to have the pace in global market.

Nepal is a developing country where English language is spoken as a foreign language. In academic institutions in Nepal, trend of using English language as a medium of instruction is increasing. As Nepal has the diversity in language, it is challenging in practicing EMI. Applying the practice of EMI can have both of

negative and positive results in education system. A developing country like Nepal can have several problems and challenges regarding practicing EMI. In the course of Implementing the EMI in the school, there are several challenges are being faced by the teachers and students. As TSou and Kao (2017) that EMI teachers must deal with issues such as teaching students of diverse English proficiency level, using innovative techniques, identifying effective assessment tools and strategies, to name a few. In the sense that, today's classroom is full of diversity in terms of language, students learning level, interest, technological tools, materials and so on. So, implementation of EMI becomes as a great challenge in the teaching learning process. In the absence of linguistically qualified teachers the implementation of EMI is fancy. Most of the teachers from government aided schools are not qualified in terms of their qualification and sufficient knowledge on English. Thus, management linguistically qualified teachers is challenging indeed and in the current situation of Nepal it is one of the obstacles for Implementation of EMI.

Regarding the implementation of EMI in Nepal there are no certain organizational and pedagogical guidelines that how to administer, what will be the structure, what can be the methods of teaching through EMI, what can be the means of evaluation, e.g. Such question have no prepared answers. In this case EMI can be done in Nepalese context.

Nepal is a multilingual, multicultural country having different ethnic groups and different languages. Nepalese education system is affected by different linguistic, cultural, religious, socio-economic aspects. In Nepal, classrooms are full of diversity having students from diverse ethnic, linguistics, socio economic and cultural phenomena. In such context, it is very difficult of teach students of different background by applying EMI. Insufficient training for the teachers, lack of sufficient exposure, diversity in the students, policy and practice gap and political interference are the common challenges to implement EMI properly in the context of Nepal.

Review of Empirical Literature

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies. Here, this section is an attempt to review the related studies. Some of them are as follows:

Aryal (2012) carried out the study entitled "Difficulties and Attitudes of Primary Level Teachers Regarding the Use of English as a Medium of Instruction". The main objective of this study was to explore attitudes of primary level teachers regarding the use of English as a medium of instruction in public school. The researcher of this study used questionnaire as the research tool for data collection. He used close-ended and open-ended both types of questionnaire. He provided the set of questionnaire to teachers for collecting data in this study. In this study, the researcher found out that primary level teachers knew the global needs and importance of English Language. They had positive responses. So, they are practicing to use it to bring and adjust the students in English environment. In the same way, he also found out that majority of the teachers (i.e. 90%) are interested to teach through English medium. Another thing he found out that English medium is necessary in public school to make the students equal to those students of private school. Similarly, the researcher found that most of the teachers agreed and said that the students' rate of learning affects teaching through English medium and majority of the teachers agreed that changing the medium of instruction from Nepali to English is important. He also found out that all the informants presented their views supporting English as a medium of instruction in public school.

Thapa (2012) carried out the study entitled "Teachers' Perceptions Towards Using English as a medium of Instruction in Community Schools". The main objective of the study was to find out the perceptions of the teachers towards using English as a medium of instruction in Community schools. The researcher used questionnaire as the research tool for the data collection. The researcher distributed the questionnaire to the teachers and headmasters. The findings of this study were out of the total, seventy percent of teachers opine that English is the accurate medium of instruction. The government should start the English medium in all community schools but there should be appropriate training for teachers. Similarly, he also 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 teachers 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 researchers found that no single teachers 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 thing 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.

Dhakal (2016) conducted the study entitled "English as a Medium of Instruction (EMI) in Government Aided Schools: Teachers' Perception and the Use." The main objective of the study was to find out the teachers' perception about English as a medium of instruction in the government aided schools. The researchers used the questionnaire and observation as the tools for collecting the data in this study. The researcher used both close-ended and open-ended questionnaire for data collection. In this study, he found out that most of the teachers (80%) teachers were positive towards English medium. However, they have not got training to each subject in English medium. So there should be provided with the training for teacher and the teaching aids and materials related to the English medium by the government. Similarly, he found out that mainly primary and lower secondary level teachers felt difficulty to teach English medium in the beginning. He found that English as a medium of instruction in government aided school it extends better learning and teaching in the classroom. So, the government should manage the physical infrastructure and teaching aids and materials as well. Another finding of this study was that the government and other concern authority related to school should improve the quality of education in English medium.

Costales (2017) conducted the survey research entitled "Assessing students' Perception Regarding English Medium Instruction in Higher Education." The main objective of the study was to investigate the satisfaction degree of students engaged in English taught undergraduate programmes in the University of Oviedo. The researcher used questionnaire and interview as the research tools for data collection. In this study, the researcher found out that the overall satisfaction level of students seemed to be rather high according to the results of the questionnaire. In terms of

availability of resources and subjects, the students were found satisfied and positive. The researcher similarly found that there is a high level of student satisfaction with the bilingual programme. Another finding of this study was that the student estimate that their level of English has improved since they study the medium of English and this study suggest that students perceive the most relevant gain in their English competence has been on the acquisition of technical vocabulary.

Gaire (2017) carried out a case study entitled "A Case Study on Expectations and Challenges Faced by Public Schools for the Implementations of EMI." The main objective of the study was to identify the expectations of stakeholders of the school from EMI before the implementation. She used interview as the research tool for data collection. She interviewed the parents, SMC members, head teachers and teachers. 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 had expected that enrollment of the students would be increased and school would be prevented from the situation of collapsed. Similarly, she found that, it had expected that English language proficiency of the students 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, she 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.

Thapa (2017) conducted the survey research entitled "Secondary Level Students' Perceptions of Using English as a Medium of Instruction (EMI) in Public Schools". The main objective of this research study was to find out secondary level students' perceptions of using EMI in terms of opportunities and challenges in public schools. She used a set of questionnaire as a main research tool for the data collection. Both types open-ended and close-ended questions were there in the data collection tool. She collected the data from 30 secondary level students of two schools in Tanahun district where EMI has been implemented. She analyzed the collected data

descriptively using simple statistical tools. In this study she found that all the respondents were in the favor of EMI saying that EMI is the best way to increase vocabulary by using English frequently, it would enhance speaking skill, and they are satisfied with EMI as it helps accuracy in English language use and thought that it offers great opportunities for further study. She also has found that there are some challenges associated with EMI, most of the respondents viewed that there are challenges regarding difficulty of using EMI in classroom interaction with teachers and other students.

As above mentioned works are related to English as a medium of instruction, those helped this study to be carried out effectively. Those helped it in terms of gaining the additional information, preparing the conceptual framework and having the idea of choosing the research design for this study and so on. The previous research works missed the detailed study on the perception and practices of EMI in public schools. So, this research work is different from the above mentioned researches in a sense that it presents teachers' perceptions on practices of EMI in public schools of Sindhuli district.

Implication of the Study

Different previous research works have been reviewed considered them as useful to the present research work. These research works have been carried out with different objectives, methodology and research question and in different situation. Various ideas are found after reviewing them about the effectiveness of English, teaching English as a medium, developing skills and ways practicing English as an instruction in the government school. The way of teaching through English is to facilitative in teaching and moving children forward.

For this study I reviewed various research works of previous researchers. Like Aryal (2012), Thapa (2012), Dhakal (2016), Gaire (2017), are some to name. From the research of Deardon (2014), I have got some valuable ideas about the definition of EMI, making conceptual framework and preparing research tools. The research conducted by Thapa (2017), I gained the knowledge regarding the perception of head teachers, parents, stakeholder about EMI in public schools which was very supported to me for writing about background of the study and statement of the problem in my

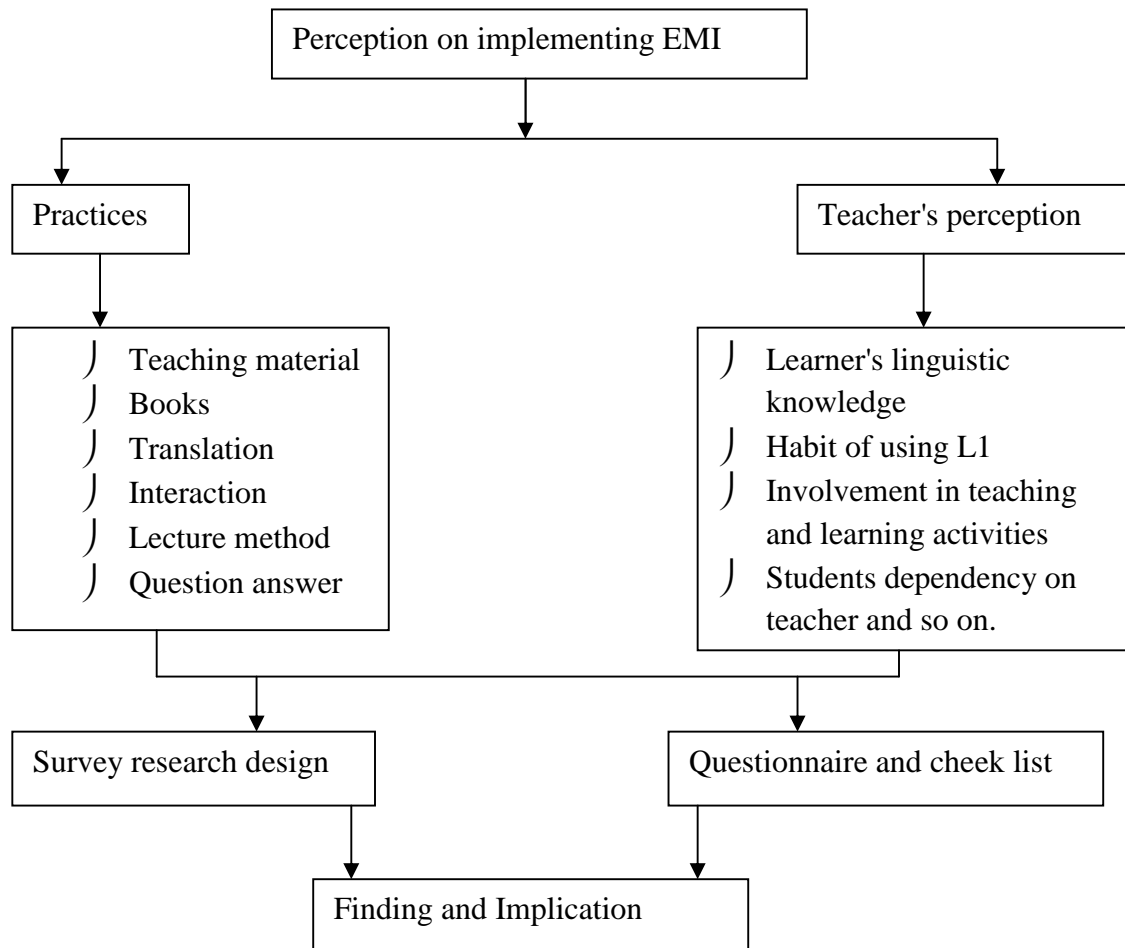
study. Similarly, Thapa (2012) helped me to know about the perception of the teachers from community schools. Another research of Dhakal (2016) helped me to be informed on the perception of teachers from the government schools. Similarly, Costales (2017) gave me the information about the university students' perception on EMI in different terms such as subjects, resource, language vocabulary learning etc.

Similarly, Education Act (2028, 2063) and constitution of Nepal (2072) helped me to gain the information about plan and policies as well as the existed issues regarding EMI in community schools in Nepal. I have consulted various books written by many scholars such as Richards and Rodgers' approach and method in language, Freemans' techniques and principles in language teaching and Harmer's the practice of English language teaching.

All the studies that I have reviewed during my own study have become supporting and helpful that made my work more reliable and informative. After reviewing all those research work, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research work the researchers had used survey research design, I get ideas on the process of it after reviewing those research work. As above researchers have used questionnaire as research tool of data collection, these works have direct implications to my research study therefore, after reviewing those research works, I updated myself with research process design and methodological tools which are very beneficial to my research work.

Conceptual Framework

A conceptual framework is representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. The conceptual framework of my study was:



Chapter III

Methods and Procedures of the Study

This chapter deals with the methodological procedure for data collection during the field study. The researcher adopted the survey design. Regarding the methodology, population and sample, sampling procedures, tools of data collection, analysis and interpretation procedures have been dealt.

Design of the Study

This present research work was based on survey design. Survey design has used for this study because it helped me to find out related information regarding the 'Teachers' perceptions on practices of EMI in public schools of Sindhuli.' It is the research design that has to be carried out in a large scale. Survey, as a technique, is widely practiced in the field of social and educational researches. Survey research is descriptive types of research. It is widely used for collecting data. According to Hutton (1990, as cited in Sapkota, 2012 p. 138) "Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured, questionnaire to a sample of individuals so as to be representative of the defined population." The main aim of survey research is gathering the factual information, data on attitudes, performance, belief, and experience as well as it tries to study the large and small group population by selecting according to the research process. Likewise, Nunan (2010, p. 140) states, "Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics." From aforementioned definition we can come to the conclusion i.e. survey research can be carried out in educational sectors.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from population. Then those answers which are given by sample population are thought that whole group has given same type of information. It means, researchers generalize the result obtained from the sample to the whole population. It may scope from a large investigation like census to a small scale study like school improvement plan (SIP) or even small classroom study.

In this study, the researcher collected required data from the concerned authorities visiting on the fields. They were humbly requested to provide the data naturally without any interruption. The collected raw data are analyzed and interpreted descriptively to derive findings.

Population, Sample and Sampling Strategy

Teachers teaching at secondary level of public schools of Sindhuli district were the study population. Fifteen secondary level teachers from EMI implemented public schools were sample of this study.

Purposive non-random sampling procedure was used to select the population for this study. Adopting this procedure, 15 secondary level teachers from EMI implemented five public schools were selected as a sample. Three teachers were selected from each school. Thus, sample size of this study was fifteen. Similarly, the researcher observed the 15 different classes of secondary level.

Research Tools

Questionnaire and classroom observation were used as the tools for data collection. These tools were used because they are supposed to be effective, appropriate and feasible. Furthermore, a set of questionnaire consisting of close ended and open-ended questions were used for data collection.

Sources of Data

The researcher used both primary and secondary sources of data.

Primary sources of data

Primary data were collected through data collection tools. i.e. questionnaire and classroom observation checklist. The researcher collected data from 15 English language teachers from the secondary level by distributing the questionnaire.

Secondary sources of data

Similarly, for the secondary sources of data in this research study, the researcher used some related books having different titles such as Basic knowledge of education, Research design: Qualitative, quantitative, and mixed methods approaches, etc. Regarding journals having different topics such as student's perception of EMI in higher education in Korea, Socio-economic upliftment through English language in Nepal, perception of students, teachers, and parents regarding English medium instruction at secondary Education, etc. were used as the secondary sources. Similarly, articles on various titles like, English medium instruction (EMI) in Nepalese education: potential or problem, etc. and several thesis having different topics such as students' perception towards English as a medium of instruction, English as a medium of Instruction(EMI) in government aided school:teachers' perception and the use. As well as the related websites and other relevant materials were used as the secondary sources of data in this research study.

Data Collection Procedures

To collect the data, I followed the following procedures:

- i. I visited the Education Development and Co-ordination unit in Sindhuli district and ask for the list of EMI implemented public schools.
- ii. I selected the school and talked to concerned authorities about the purpose and process of my research.
- iii. Then I visited the teachers and built rapport with them, and asked permission to observe his/her classes.
- iv. I was distributed the questionnaires to the teacher and collect their perspectives and assumptions.
- v. I extended my thanks to the teacher, students and school administration for their kind co-operation.

Data Analysis and Interpretation Procedures

After collecting the data from the sources, the collected data were analyzed in percentage, interpreted and presented descriptively with the help of statistical tools and tables.

Ethical Considerations

Following considerations have taken into my research:

- i. At first I took permission from the school administration.
- ii. Then, I gave short information about my research to the respondent teachers.
- iii. I built trust with the respondents.
- iv. Then, I identified the problem of my research.
- v. I did not culturally, ethically, socially bias the participants while selecting them as a respondent.
- vi. I have respected the respondents answer.
- vii. I honestly assure you that the response made by you will be used only for the present study and remain confidential.

Chapter IV

Analysis and Interpretation of Data

This is the fourth chapter of this research study. It consists of presentation, analysis and interpretation of data that collected through classroom observation and questionnaire. The attitudes, views and perceptions of public school teachers are tabulated and analyzed from various angles and perspectives. The data have been categorized under the following headings:

-) Analysis and Interpretation of the questionnaire response by teachers.
-) Percentage of the Teachers' views and perceptions.
-) Description of perception and views of teachers on public school.

Analysis of the Perception as EMI

The analysis of the perceptions of close-ended questions can be analyzed in the following sub headings

Teachers Perception and Use of English in Public Schools

The percentage of teacher's perception and use of English in public school have been tabulated in the following table.

Table 1

Medium of Instruction

Strongly agree	Agree	Strongly disagree	disagree
20%	80%	0%	0%

The above table shows that 80% teachers were agreed on both English instruction partly good and partly confused while teaching learning in the classroom. 20% teachers were strongly agreed on English as the medium of instruction in public school. The result shows that English as a medium of instruction make meaningful learning in public school.

The teachers think that EMI can help the students in several ways, such as, the students who are being taught through EMI can have advanced career in their future, the students can enhance their competence in the English language if they are taught

through EMI. In the same way, it also can help the students to learn the content better on their own and to enhance their creativity in learning.

Teacher Reflection on Using English in the Classroom

In this section, the teachers have multiple perceptions on using English in the classroom. The reflection is presented in the following table:

Table 2
Personal Reflection Regarding EMI

Responses	No. of Respondents	Percentage
Strongly agree	4	26.67%
Agree	11	73.33%
Strongly Disagree	0	0%
Disagree	0	0%

The above table shows that 26.67% teachers were strongly agreed in using English in the classroom. Similarly 73.33% teachers were agreed in using English in the public school. The result shows that the teachers' views towards the using English are very positive.

EMI is found to be supportive to the students in terms of learning, fostering creativity and career opportunities. So, EMI has positive impact on students regarding its benefits for the students.

Teacher Always Follow in English as a Medium of Instruction in the Classroom

In this section, I found that the teacher who followed the English as a medium in the classroom. It can be presented in the following table.

Table 3
Regular Practice of EMI

Responses	No. of Respondents	Percentage
Yes	14	93.34%
No.	1	6.66%

The above table shows that 93.34% teachers were agreed in using English as a medium of instruction in the classroom. Similarly, 6.66% teachers were disagreed in

follow the English as a medium of instruction in the public school. The result shows that most of the teachers are positive to follow in English as a medium of instruction in the classroom.

By analyzing this data, it can be said that, most of the teachers involve their students to interact in English language to practice EMI in the classroom effectively. It shows that the teachers are not feeling difficulties while using the English language inside the classroom while delivering the content.

Using EMI to Simplify All the Concepts

In this section, it was found that English is an instruction to simplify all the concept in the classroom. The responses of the teachers can be presented in the following table:

Table 4

Explaining Content in English

Responses	No. of Respondents	Percentage
Yes	11	73.33%
No	4	26.67%

The above table shows that 73.33% teachers were agreed in using EMI to simplify all the concepts in the classroom. Similarly, 26.67% teachers were disagreed. The result shows that English language might be possible in many cases but some cases they use Nepali language to make the clear concept of the content to the students in the classroom.

As the data shows that some of the teachers use their mother tongue sometimes in the classroom to provide the clear concept about the subject matter and if the students were unable to understand the subject matter in the English language.

Most Possible Challenges of Using English as an Instruction in Public Schools

In this section, it was found that the most possible challenges of using English as an instruction in public schools. The response of the teacher can be presented in the following table.

Table 5
Challenges While Applying EMI

Responses	No. of Respondents	Percentage
Teaching Materials	1	6.67%
Exposure	10	66.66%
Translation	3	20%
Teacher training	1	6.67%

The respondents were asked to tick the option for the statement i.e. most possible challenges of using English as an instruction in public school. In response to it, they, the informants (6.67%) responded by ticking the first option which was teaching materials.' In the same way, maximum informants (66.66%) ticked the second option which was 'exposure'. Similarly, informants (i.e. 20%) ticked the third option which was 'translation'. And informants (6.67%) ticked the last option which was teacher training. The above table shows that 'exposure' is the most possible challenges while applying EMI.

Regarding the challenges, the responses show that the exposure is the main challenge. It means the students do not feel comfortable to be taught in English language and they do not understand what their teachers teach in English language. So, the teachers in EMI implemented schools have the challenges to implement EMI in public schools.

Teachers Perceptions on EMI Training

The percentage of teachers views on EMI training in public school have been tabulated in the following table

Table 6
Training

Responses	No. of Respondents	Percentage
Yes	1	6.67%
No	14	93.33%

The given table shows that 6.67% teachers were got EMI training and 93.33% teachers were not got any kind of training in EMI.

The data shows that there is urgent need of teacher training for effective implementation of EMI in public schools. The previous Nepali medium teacher may not be able to teach in EMI. So, fresh, capable and teacher of new generation is needed to successfully implement EMI in public schools.

Public School Teacher's Using Language in the Classroom

Use of the language by teacher mainly affects the students regarding language learning. All the activities that are related to the teaching learning activities have to be carried out in English language inside the classroom if it is the case of targeting English language learning through the concept delivering process. The following data shows how the respondents give their responses.

Table 7

Preference of Medium

Responses	No. of Respondents	Percentage
English	13	86.67%
Both Nepali and English	2	13.39%

The given table shows that 86.67% teachers were used English as a medium of instruction and 13.33% teachers were used both Nepali and English while teaching in the classroom. It shows that using instruction while teaching in the classroom has both English and Nepali which seems still the government has in the same process what it adopted before. If the students did not understand the subject matter sometimes they use Nepali language to provide them a clear concept about the subject matter they use mother tongue also.

Students Using Dictionary for the Unfamiliar Word Meaning

The opinions of the teachers towards students using dictionary for the unfamiliar word meaning can be observed in the following table.

Table 8**Supplementary Materials Dictionary**

Responses	No. of Respondents	Percentage
Always	11	73.34%
Sometimes	4	26.66
Rarely	0	0%
Never	0	0%

As the above table shows that 73.34% teachers always asked the students to use dictionary for unfamiliar words. Similarly, 26.66% teachers sometimes asked the students to use dictionary. This shows that always used dictionary for word meaning is considered as better to teach EMI.

English as an Instruction it Brought Changes in Teaching and Learning

As EMI is being implemented in the public school increasing. It brought changes in teaching and learning. The following data shows it as follows:

Table 9**Change in Delivery**

Responses	No. of Respondents	Percentage
Yes	14	93.33%
No	1	6.67%

The respondents were asked to tick the option for the statement i.e. English as an instruction it brought changes in teaching and learning. In response to it, they, the maximum informants (93.33%) responded by ticking the first option which was 'yes'. In the same way, informants (i.e.6.67%) ticked the second option, which was 'no'. The above table shows that English is the global and internally used language. So EMI provides English environment into the classroom and it brought changes in teaching and learning.

Teachers Views on Organizational Guidelines and Pedagogical Justifications of EMI

The opinions of the teachers towards organizational guidelines and pedagogical justification of EMI can be observed in the following table.

Table10**Organizational Guidelines and Pedagogical Justifications of EMI**

Responses	No. of Respondents	Percentage
Yes	15	100%
No	0	0%

The above table shows that all the responded (i.e.100%) ticked the option ‘yes’. Regarding the implementation of EMI in Nepal there are few organizational guidelines that how to administer, what will be the structure, what can be the methods of teaching through EMI, what can be the means of evaluation etc. Such questions have no prepared answers. In this case EMI can be done in Nepalese context.

Teachers Follow Other Materials Except Book and Teacher Guide

The percentage of teachers follow other materials except book and teacher guides have been tabulated in the following table.

Table11**Teacher Views on Teaching Materials**

Responses	No. of Respondents	Percentage
Yes	15	100%
No	0	0%

The given table shows that all of the responded (i.e.100%) were used other materials except book and teacher guide.

Teaching materials are an effective source to deliver the content knowledge in the particular language. Teaching materials play an important role in learning and there are the different types of materials which can be used in teaching and learning. Without teaching materials teaching is meaningless. So, it can be concluded that the materials also play the very important role in learning through the particular language.

Teachers' Views on Asked their Mates to Observe their Class

In this section, it was found that the views on asked their mates to observe their class, the response of the teachers can be presented in the following table.

Table12**Observe Classroom**

Responses	No. of Respondents	Percentage
Yes	7	46.66%
No	8	53.34%

The above table shows that 46.66% teachers were agreed in asked their mates to observe their classroom. Similarly, 53.34% teachers were disagreed.

Teachers Views on Techniques Used in the Classroom

The researcher has analyzed the teachers views on techniques used in the classroom on the basis of responses given by respondents are presented below:

Table 13**Techniques Used in the Classroom**

Responses	No. of Respondents	Percentage
Interaction	13	86.66%
Lecture	2	13.34%
TBLT	0	0%
TPR	0	0%

The above table shows that 86.66% teacher were used interaction method. Similarly, 13.34% teachers were used lecture method in the classroom. The result shows that most of the teacher prefer to teach interaction method in the classroom.

The data shows that interaction among the students and teacher is the best way to learn for long term. So, teaching through interaction and focusing on students' abilities are the best ways to make students understand the content in English.

Teachers' Views on English Determinant factor for Educational and Career Prospects

The opinions of the teachers towards English determinant factor for educational and career prospects can be observed in the following table.

Table 14**English Determinant Factor for Educational and Career Prospects**

Responses	No. of Respondents	Percentage
Yes	15	100%
No	0	0%

The above table shows that all teacher were positive towards English language. The result shows that the educational opportunities are broadened along with the knowledge of English language. Most of the prestigious schools and universities demand level of English language through TOEFL, IELTS, SAT, GRE, etc. Those students having mastery on English language skills get fellowship and other career development prospects.

Evaluate Students' Competency Level

The researcher has analyzed the teachers views on how do you evaluate students competency level can be observed in the following table.

Table 15**Evaluate Students' Competency Level**

Responses	No. of Respondents	Percentage
Through Assignment	11	73.33%
Project work	1	6.67%
Discussion	3	20%
Speaking	0	0%

As the above table shows that 73.33% teachers were evaluated students' competency level through assignment. Similarly 6.67% teachers were used project work and 20% teachers were evaluated their students through discussion. The result shows that majority of the teachers were evaluated their students' competency level through assignment. It shows that practiced through assignment is considered as the best technique to evaluate students' competency level in EMI.

Interpretations of Open Ended Questions Response by Teachers

Question no. 16 was asked "Do you believe that English as an instruction in school it brought changes in teaching and learning?" If yes how? In this section most

of the teachers said that yes, it has made the learners easier to tackle with the modern language access. Similarly, it helps to develop the student's reading, writing and speaking ability.

Similarly, regarding the question "What they think the advantages of using English as medium of instruction?" Mention. The response of most of the teachers were that the students can develop their three language skills, they can use email, internet in their study also.

In response to the question No. 18 "how they perceive the use of English as a medium of instruction in public school?" In this section, most of the teachers said that all the public school should use English as a medium of instruction because it is important and global language but the government should provide the teacher training and other teaching materials for the government school.

Similarly the question no. 19 was asked "What sorts of tool do you use to test students ability?" Most of the teacher said that unit test, project work, group work, free writing, etc.

The question no. 20 was asked "What problems have you been facing in course of teaching in EMI?" The response of most of the teachers said that they have been facing several problems and challenges in course of teaching in EMI, which are translation, lack of spoken practice, interruption of mother tongue interference, hesitation of learners, etc.

The data shows that the teachers perceive that EMI helps the students to be creative in learning the content and the language as well as it helps to develop the students' proficiency in the English language. It was found the teachers using the English language themselves for almost all the time. For some rare case i.e. to make their students clear about some vague contents, the teachers use mother tongue. It was also found that, due to the lack of preparations so many challenges were faced by teachers and parents too. Teachers' qualification and their English language proficiency, training and motivations programme, mother tongue interference, problem related to textbook, multilingual classes and insufficient teaching materials, made the practice more challenging. Teachers were not provided any training and orientation programme to develop their English language skill. It created the difficulty

to make the students understood English text that are habitual to learn through bilingual approach, So, it is needed that the regular EMI trainings and teaching learning resource materials should be provided to the teachers.

It shows that it is good shift the medium of instruction from Nepali to English medium. The students who study in EMI implemented school can have better future career. The students can be sold in the global market with high paid jobs and they can be adjusted everywhere. It also shows that EMI helps the students to be good performer in learning and helps them with further study.

Description of Perception and Views of Teachers on Public School

The school wise perceptions and views of the teachers have been presented separately as a form of narratives as per to the school based on interview as following.

Perception of Teachers Towards EMI

The individual analysis of the perception of teachers towards EMI can be analyzed as following sub headings.

Shree Gaumati Model Secondary School, Madhibazzar, Sindhuli

The views and perceptions of teachers of this school have been presented below based on the following narratives regarding the use of EMI and the techniques they used in their teaching.

Nabin Adhikari (Pseudo Name)

He feels positive towards teaching although he has two years of teaching experience. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So all the schools should start to teach in English medium. He uses most of the time English while he is teaching in the classroom. He prepares for teaching by consulting dictionary, references books, teachers guide, and many other materials. He stated that English is an international

language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

Janak Khadka

He did not feel difficult to teach in English medium schools. He feels little bit difficult for students to understand the content and use more reference books and materials for better results. His school started English medium for addressing the demand of contemporary society and to provide quality education. The teacher need to follow the teacher book, reference book and other authentic materials to develop English as a medium of instruction.

Jamuna Paudel

She teaches social in secondary level. In the beginning she has taught in the Nepali medium school. So, she feels difficult to teach in English medium because of language. She also prepares the teaching by consulting different books and other reference materials. She has suggested the public schools should start English medium class to improving the quality education.

Shree Chandeshwori Secondary School, Marindadhi, Sindhuli

The views and perceptions of teachers of this school have been presented below:

Udesh Chaulagain

He is teaching health to secondary level. He opined that English is required for interaction to all the foreign people. He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of the time, he speak English while teaching. Students cannot speak English fluently but they are trying to speak He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start English medium because English is the immediate need of this stage. But he has not taken any training to teach his subject in English.

Surendra Yadav

He is teaching population and English in secondary level in medium of English. His qualification is an M.Ed. He has passed three years in teaching in his life. he feels positive towards teaching. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches.

Shyam Prasad Timalina

He feels easy to teach in English medium because it is a widely used and internally accepted language. He teaches in the classroom by using teaching materials. His school started English medium for bringing different teaching materials and other reference book. He opines that English is the appropriate medium of instruction. The government should start English medium by providing different qualified teacher and teaching materials.

Shree Janajyoti Secondary School, Phosretar

The views and perception of this people have been discussed below:

Renu Pradhan

She teaches economics in the secondary level. She has two years teaching experience. She has completed master degree in economics. In the beginning she has started her teaching from the Nepali medium school. Now, she is teaching in English medium school. She feels difficulty to teach in English because Nepali is our mother tongue and will be easier to make understand content to the students. She also prepares the teaching by consulting different books and other reference materials. She has suggested the public schools should start English medium class to improving the quality education.

Asmita Koirala

She is teaching math in secondary level. She has 5 years teaching experience of teaching in the public school. She present that English medium is the better than other medium because of global spread. Students cannot understand the content properly

but they are highly benefited through the English medium. She opined that English medium is the accurate medium of instruction so, the public school should start English medium with proper attention.

Rina Kuwar

She is teaching population studies in secondary level. She passed master degree she spent three years in teaching. She states the English medium is difficult to teach because some students cannot understand the content easily. She sometimes translates the content into English to Nepali to make understand the content.

Shree Barundevi Secondary School, Darlmi Khattar

The views and perception of the people have been presented below:

Laxman Khanal

He is teaching population and English in secondary level in medium of English. His qualification is an M.Ed. He has passed three years in teaching in his life. He feels positive towards teaching. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanation. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So, all the schools should start to teach in English medium. He uses most of the time English, while he is teaching in the classroom. He prepares for teaching by consulting dictionary, reference books, teachers guide, and many other materials. He stated that English is an international language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

Sita Luitel

She is teaching math in secondary level. She passed master degree. She spent 4 years in teaching. She states the English medium is difficult to teach because some students cannot understand the content easily. She sometimes translate the content into English to Nepali to make understand the content.

Hem Kumar Shrestha

He is teaching science in secondary level. He had 5 year teaching experience. In the beginning he was taught in Nepali medium schools so he feel some difficulties to teach in English medium school. He also suggest all the schools should start English medium classes to develop the quality of education. For this purpose the government should provide the trained full teachers and authentic materials all the public schools.

Shree Secondary School, Panityanki Sindhuli

The views and perceptions of teachers of this school have been presented below:

Sonalal Pandit

He is teaching science in secondary level. He had passed three years in teaching learning activities. He feels easy to teach in English medium rather than Nepali because most of the terms of science are related with English. Likewise, his school started English medium because of the global spread of the language and force of the parents. He sometimes uses the Nepali while teaching because students did not understand if he totally used the English. He also prepares the teaching by consulting the different materials in home. According to him this is not the proper medium of instruction.

Manusi Koirala

She is teaching account in secondary level. She has a 5th year teaching experience of teaching. She has passed master degree. In the beginning she has taught in the Nepali medium school. So, she feels difficult to teach in English medium because of language. She also prepares the teaching by consulting different books and other reference materials. She has suggested the government schools should start English medium class to improving the quality education.

Laxmi Khadka

She is teaching social studies in the secondary level. She has passed B.A. and B.Ed. She has 5 years of teaching experience. She opined positive towards the teaching. Her school started English medium with knowing the importance of the

English language. She feels easy to teach in Nepali rather than English. To make students understand the content, she uses various examples, materials and different techniques. She has not taken any training to teach her subject in English medium. In this way, she states that this is the appropriate medium of instruction.

Results

- I. It was found that most of the teachers were used book and teacher guide as teaching materials in the classroom teaching. Teaching other subjects through English is challenging in itself. Thus, it needs various necessary materials and resources to make the learning more fruitful and target oriented.
- II. Most of the teachers were found using interaction and lecture method in teaching English regarding effective EMI implementation.
- III. The majority of the respondents (90%) responded, the main tools of testing students ability was project work, group work, question answer, oral test, written test, asking free writing etc.
- IV. The finding of this study is found that most of the teachers (80%) teacher are positive towards English medium. However they have not got training to each other subject in English medium. So, there should be provided training for that teacher and the teaching aids and materials related to the English medium by the government
- V. The teachers perceive that EMI is challenging as the majority of the respondents (i.e. 66.67%) responded.
- VI. The study has found that as the majority of the respondents (i.e. 80%) of instruction in school it brought changes in teaching and learning.
- VII. It was found that English as a medium of instruction in government school it extends better learning and teaching in the classroom. So that the government should manage the physical infrastructure and teaching aids and materials as well.
- VIII. The government and other concern authority related to school should improve the quality of education in English.

Chapter V

Conclusion and Recommendations

This chapter deals with the conclusion and recommendations. The conclusion of the study is presented after analyzing and interpreting data. The appropriate recommendations are suggested.

Conclusion

EMI Implementation in the public schools is increasing day by day, this research study mainly focused on the teachers' perceptions on practices of EMI in public schools' and analysis of the teachers' practice of English as a medium of instruction in the real classroom. Likewise the same views found in the literature review, this research study also has found the same thing regarding the implementation of EMI in this current time. EMI is not only the trend but it is unavoidable practice. EMI helps the students to learn the content and the English language better. This research study also found that the teachers perceive that EMI helps the students to be creative in learning the content and the language as well as, it helps to develop the students' proficiency in the English language.

EMI is found to be the practice to secure the lives of students, teachers were found supporting the EMI implementation in the public schools while carrying out this research study. They have been found wanting to have the EMI related training which help them to implement EMI in their schools in an effective way. The teachers were satisfied with practicing EMI in their schools. They also found with the challenges while implementing EMI regarding teaching learning resource materials in the schools. Even though some respondents were found feeling difficult to practice EMI in the real classroom, they were supportive to EMI in their schools with the positive attitude. It was found the teachers using the English language themselves for almost all the time. For some rare case i.e. to make their students clear about some vague contents, the teachers use mother tongue. In this way, the respondents responded regarding practicing EMI in an effective way.

Similarly, this research study is provided with some recommendations by the participants. They recommended that the teachers have to use technology which supports the student audio -visual skill. The EMI practitioners have to use authentic

materials and they also should be prepared before proceeding teaching learning activities. In this way, this research study has met its results for its research questions.

Finally, it is concluded that everybody is well known about the benefits of EMI implementation. EMI related teaching materials are the basic need to start EMI classes. The teacher training before the EMI implementation is necessary. The EMI implementation is very challenging even though it has several benefits. Some teachers termed English as an international language in modern era. The teachers and the entire school team are waiting the support from government.

Recommendations

Being based on the findings, the research has provided policy related, practice related and further research related recommendations for the pedagogical implications.

Policy Level

Policy is a principle to guide discussion and achieve rational outcomes. The implications of this study at this level are as follows:

-) The government should provide the teacher training and other teaching materials to develop the English as a medium of instruction.
-) Policy makers and curriculum planner should analyze the needs and interest of the learners. They should be careful about the learner's understanding level while using the language in the classroom.
-) There is a lack of resource materials, so the schools should be aware of being equipped with essential teaching learning resource materials.
-) The untrained teachers are teaching, so it is recommended that the regular EMI trainings should be provided to the teachers.
-) Curriculum designer and course designer should develop the related ideas about the English as the medium of instruction while design the curriculum, course book and related materials.

Practice Level

The following are the practice level recommendations.

-) The teachers should create the EMI friendly environment in the school premises.
-) Teachers should create such an environment where all the participants have opportunities to interact to develop the English as the medium of Instruction.
-) Language teachers should frequently repeat the difficult words and complex sentences, as a result students do not get confused in guessing meaning.
-) Language teachers should elaborate the content in a simple language.
-) Teachers should use many questions through English medium in the classroom, that keep the learners alert to the content.

Further Research

In further research level, this research study can be implied for the following purposes:

-) The other research can be carried out on the validity of English as the medium of instruction in public school.
-) Attitudes of teachers and students towards English as the medium of instruction.
-) Involvement of the school administration for implementing EMI in an effective way.
-) Teachers' expectations from the government regarding the better implementation of EMI in school.

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Appendix-1

Dear sir/Madam,

This questionnaire is a research tool for getting information for my research work entitled " Teachers' perceptions on practices of EMI in public schools of Sindhuli". Under the supervision of Prof. **Dr. Tara Datta Bhatta** Department of English Education, University campus, T.U. Kirtipur, Kathmandu. Your co-operation in responding the questionnaire and your response will have a great value in accomplishing this research. Please, feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and kept confidential.

Researcher
Deepa Kumari Kaphle

Questionnaire for the Teachers

Name of the teacher:

Class:

Name of the school:

Date:

Questions

Please go through the questions and show your responses that you favor most.

Circle the best options of your choice

- 1) Do you agree that you are completely dependent on English medium to do the best in teaching?
 - a) Strongly agree
 - b) Agree
 - c) Strongly disagree
 - d) Disagree
- 2) You are like to present yourself as the context sensitive and autonomous teacher in your classroom due to the use of English?
 - a. Strongly agree
 - b. Agree
 - c. Strongly disagree
 - d. Disagree
- 3) Do you always follow English in classroom as an instruction?
 - a. Yes
 - b. No
- 4) Do you believe that English as an instruction in school it brought changes in teaching and learning?
 - a. Yes
 - b. No
- 5) Is it possible to simplify all the concepts using EMI to teach?
 - a. Yes
 - b. No

- 6) Which are the most possible challenges of using English as an instruction in public schools?
 - a. Teaching materials
 - b. Exposure
 - c. Translation
 - d. Teacher training
- 7) Have you got any kind of training in EMI?
 - a. Yes
 - b. No
- 8) Are there any organizational guidelines and pedagogical justifications of EMI?
 - a. Yes
 - b. No
- 9) In which medium do you prefer to teach?
 - a. English
 - b. Nepali
- 10) How often do you make your students using dictionary for the unfamiliar word meaning?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
- 11) Do you follow other materials except book and teachers guide?
 - a. Yes
 - b. No
- 12) Have you ever been asked by your mates to observe your class?
 - a. Yes
 - b. No
- 13) What techniques do you follow mostly while teaching?
 - a. Interaction
 - b. Lecture
 - c. TBLT
 - d. TPR

14) Is English determinant for educational and career prospects?

- a. Yes
- b. No

15) How do you evaluate student's competency level?

- a. Through assignment
- b. Project work
- c. Discussion
- d. Speaking

16) Do you believe that English as an instruction in school it brought changes in teaching and learning? If yes, how?

.....
.....

17) Do you think are there any advantages of using English as medium of instruction? Mention.

.....
.....

18) How do you perceive the use of the English as a medium of instruction in public school?

.....
.....

19) What sorts of tools do you use to test students ability?

.....
.....

20) What problems have you been facing in course of teaching in EMI?

.....
.....

Thank you for your kind co-operation

Appendix-2

Classroom observation Checklist

Teacher's name:

Date:

Name of the School:

No. of Students:

Practices of EMI in public schools	Frequently	sometimes	Seldom
Use of mother tongue			
Use of English as a medium of instruction			
Using materials			
Using dictionary for unfamiliar words			
Lesson summarized			
Use of teacher guide			
Interaction with students			
Project work technique			
Dramatization technique			
Using communicative approach			
Divide students in group			