

Challenges Faced by Basic Level Teachers in English Medium Instruction
Implementation

A thesis submitted to the Department of English Education
In partial fulfillment for Master of Education in English

Submitted by
Hayat Singh Dhama

Department of English Education
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 research is original; no part of it was earlier submitted for the candidature of research to any university.

Date : 01/09/2021

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This is to certify that **Mr. Hayat Singh Dhami** has completed his M.Ed. thesis entitled **Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation** under my guidance and supervision.

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Dedication

Dedicated to

*My **parents and teachers** whose blessings are with me forever.*

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Hayat Singh Dhama

Abstract

This research study entitled **Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation** was conducted to explore the challenges in implementing EMI at basic level and examine the existing situation of EMI at basic level. I used qualitative research design and adopted narrative inquiry as the method to carry out this research work. The population of the research included all the basic level non-English language teachers of public schools from Kathmandu district. In addition, four non-English language teachers were selected as the sample for the study by using non-random purposive sampling. I conducted open ended in-depth interview to elicit the required data. Moreover, the data were analyzed by using thematic approach. From the analysis and interpretation of the data, it was found that students enrollment is increasing due to the implementation of EMI in public schools. Likewise, it was also found that EMI enhances language proficiency of the students and it would be very much helpful for their higher study, career development, personality development, and communication. However, it shows that due to the lack of sufficient knowledge of English language, reference materials, orientation classes, appropriate environment, coordination among the teachers and parents, time limitation, linguistics diversity of the students and lack of ICT based materials, implementation of EMI seems to be challenging.

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

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List of Abbreviations/Acronyms

EMI	-	English Medium Instruction
SSRP	-	School Sector Reform Plan
CDC	-	Curriculum Development Centre
ELT	-	English Language Teaching
NCF	-	National Curriculum Framework
MoI	-	Medium of Instruction
NNEPC	-	Nepal National Education Planning Commission
NESP	-	National Education System Plan
MLE	-	Multilingual Education
SSDP	-	School Sector Development Plan
L1	-	First Language
T.U.	-	Tribhuvan University
B.Ed.	-	Bachelor of Education
NESP	-	National Education System Plan
EFL	-	English as a Foreign Language
ESL	-	English as a Second Language
M.Ed.	-	Master of Education
MOE	-	Ministry of Education
L2	-	Second or Foreign Language

Chapter I

Introduction

This study is concerned with the '**Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation**'. It aims to dig out the challenges in which the basic level teachers have been facing in the implementation of English as a Medium of Instruction (EMI). This chapter deals with; background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and definition of operational key terms.

Background of the Study

Education is one of the basic needs for human being where language functions as the tool to educate people. We can not imagine any formal process of education in the absence of language. Supporting this idea, (Wolf , 2005, p. 3; as cited in Ewie and Eshun 2015, p. 1) argues, "Language is not everything in education, but without language everything is nothing in education". Similarly, Kachru (1985) describes the spread of English language in terms of three concentric circles; the inner circle, the outer circle and the expanding circle. These circle represent "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures, education, and languages" (Kachru, 1985, p. 12; as cited in Schmitz, 2014). Furthermore, Harmer (2007, p. 13) said, "by the end of the 20th century, English was already well on its way to becoming a genuine lingua franca between people who do not share same first (or even second) language".

Medium of Instruction is a language used in teaching where the very language may or may not be the official one. In this respect, Dearden, (2014) states that English as the Medium of Instruction (EMI) is the use of English to teach academic subjects in countries or areas where English is not the first language of most of the population. Watcher (2008) talked about the internationalization of education where the countries around the world adopted English as the Medium of Instruction to meet the global market via educating their citizens in English. In many countries where English is not the national language, there has been a shift towards English Medium Instruction (EMI) in

higher education (Hughes, 2008 as cited in Jensen & Thogerson, 2011). So is the case of Nepal too. In recent years, numerous public schools shifted to English Medium from Nepali and have adopted EMI as one of the increasing trends (Rana, 2018).

EMI is associated with the socio-economic realities of the people. In this regard, Coleman (2011, p. 18) argues that English is assumed to play an important role in "increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information and acting as an impartial language". Similarly, (Coleman and Nunan 2011; 2003, as cited in Phyak, 2017, p. 1) argues that "English language teaching is increasingly embraced as an important aspect of educational reforms in developing countries, local challenges, (lack of) resources, and pedagogical practices are often overlooked".

Moreover, English has been adopted as a compulsory subject in schools and colleges in many non- English countries. Kirkpatrick (2011) found "English is a compulsory subject in primary school and it gradually being introduced earlier and earlier into the curriculum". Most of the non-native speakers, and governments want English in education, office, media, trade and organization. In the context of Nepal, institutional schools have adopted EMI from the beginning of the school year. According to Curriculum Development Center (CDC) (2007), "the goal for learning English in Nepal is to have access to rich body of knowledge available in English". As a result, government has brought the EMI policy in school education though the mother tongue based education got preferred in the constitution. It is believed that EMI provides quality education; increases the enrollment, and makes person proficient for global communications. Most of the parents intend to get their children educated in English. Following the same spirit, Phyak, (2017, p. 8) says, "public schools are adopting the EMI policy to help students' develop their English language proficiency". The trend of sending children to English medium schools and colleges has begun as English mania today in Nepal.

Likewise, instruction in English has been started by most of the schools at rural and urban areas. Coleman (2011) commonly observed the educational context of many developing countries in Asia and Africa. It was found that teaching and learning of

English has often been linked to economic prosperity, development, and access to rich body of knowledge. Moreover, the government of developing countries has a certain beliefs in choosing English as a medium of instruction (Khatri, 2019). In the context of Nepal, Education act 1971 has provisioned, medium of instruction would be 'Nepali' or 'English' or both. Similarly, School Sector Reform Plan (SSRP) (2009-2015), and The Constitution of Nepal 2072 provisioned for in mother tongue based education at primary level, but most of the schools have begun English as a medium of instruction. People's obligation to sell them in the global market has made them lure to the English Language. Therefore, English has stood as the most widely used language in Nepal after Nepali language. Eagle(2000, as cited in Giri, 2014) argues:

English is the most widespread language in Nepal in terms of popularity, education and use. It is spoken at all socioeconomic level, by both literate and non-literate people. No statistics are available for the number of people who read English. The general impression is that a large percentage of populations speak at least some English with varying level of accuracy and fluency (p. 198).

Furthermore, EMI is beneficial as well as challenging. English language is used in different sectors like academia, trade, communication, science and technology, politics etc. Therefore, some people consider EMI as a matter of prestige which leads them towards upward mobility. On the other hand, factors like language diversity, teacher-students background, lack of teaching-learning resources, lack of administrative support, lack of teacher training programs, and unplanned EMI policy have made it challenging to implement effectively (Hayes, 2018). In a similar vein, Nepalese ELT classrooms are found full of diversity in terms of language, culture, gender, ethnic group, learner's learning ability, learner's psychology etc, which arises difficulty in effective implementation of EMI. It is hard to cope such a diverse classroom with the knowledge of limited language. Thus, English language teachers are believed to be multilingual.

To sum up, in the present context of Nepal, EMI is widely spreading in basic level, though it is new phenomena for implementing EMI in Nepalese scenario. The choice of English medium school is being prioritized by parents in the developing countries like Nepal, Bhutan, Bangladesh, so on and so forth. In fact, English cannot be

ignored as it is global lingua franca. Nepal is a multilingual country and varieties of mother tongues are spoken by the citizen which cause different challenges and problems in the implementation of EMI. For all of those reasons, I focused on such problems and practices which had been adopting to implement EMI at basic level. Moreover, I examined the existing situation of EMI and suggested some pedagogical implications for its effective implementation.

Statement of the Problem

Teaching is taken as a way of exploring and transferring the ideas and information to the learners. Teacher is a responsible agent in transferring the knowledge to the learners inside and outside the classroom. The way of instructing should be clear and fruitful while teaching. Teaching learning activities can give better outcomes if instruction is clearly exposed from the side of teacher. In other words, good instruction is must for successful learning.

As the English language has been used widely across the world, it has become powerful language which supports different aspirations of human life. Currently, most of the countries have been adopting English language as a medium of instruction (Dearden, 2014). Nowadays, English language is playing vital role because the knowledge of English language updates us with current happenings. In other words, English language has several benefits for the people to be advanced and survived with the ongoing situation of these days. So, the schools are using English language as a medium of instruction to make students familiar with English language considering the huge demand of it to be fitted in the current world (Gyawali & Khadka, 2016). The above mentioned expressions motivate schools to implement EMI as effective as possible.

However, in present, most of the basic level schools are teaching through English medium but the fact is that those schools and teachers are facing lots of challenges in the effective implementation of EMI (Karki, 2018). In this situation, the role of language teacher is very important. But due to the linguistic diversity, teachers' incompetency in English, inappropriate teaching methodology, lack of seminar, training, workshop and research works, lack of infrastructure, lack of regularity of EMI related activities, class size, lack of resources, inadequate support from school administration and concern

authority, teachers are facing difficulty in effective implementation of EMI at basic level schools (Khatri, 2019).

Therefore, I chose this area for my research study as most of the basic level schools of Nepal are shifting their medium of instruction from Nepali to English language. However, the teachers are facing challenges in effective EMI implementation. Few researches have been carried out related to EMI in Nepalese context but non of them talked about the challenges faced by basic level teachers in EMI implementation. This is why, in this research study, I examined the existing situation of EMI, challenges in EMI implementation, and draw some pedagogical implication for effective implementation of EMI at basic level schools of Kathmandu in general, and basic level schools of Kirtipur in particular.

Objectives of the Study

The objectives of the study were stated as follows:

- i. To examine the existing situation of EMI at basic level.
- ii. To explore the challenges in implementing EMI at basic level.
- iii. To draw some pedagogical implications for effective implementation of EMI at basic level.

Research Questions

The present research study addressed the following research questions:

- i. What is the existing situation of EMI at basic level?
- ii. What are the challenges of implementing EMI at basic level?

Rationale of the Study

This study highlights the classroom pedagogical realities and challenges of using EMI at basic level. The finding and conclusion of this study will be beneficial to all the people who involve in language teaching and learning. Especially, the basic level teachers, novice teachers, parents, administrators, and authorities of basic level schools who want to implement EMI and the school management committee (SMC) of basic level schools will be benefited because this study emphasis on the existing situation of

EMI, use of EMI, challenges in EMI implementation, ways of effective EMI implementation, benefits of EMI and the classroom pedagogical realities of using EMI. Moreover, the government and language policy makers will also be benefited by getting the opportunity to know the current demands of the people about English as a medium of instruction and they will be informed that what the prerequisites of EMI program are as well as they will get the chance to review and improve the policy of using EMI.

Similarly, this research study is expected to be useful to the students and teachers who have been teaching and learning through EMI at basic level because findings of the study clearly explored how English is being used as a medium of instruction in basic level classrooms, what types of pedagogical materials and methodologies the teacher will adopt to make students understand the content in English. The teachers may also know new strategies and materials for effective implementation of EMI at school level. Moreover, they will be aware of impact of English in the present era and also about the challenges and opportunities of EMI program. They will also get the opportunity to reflect, evaluate and improve their own teaching and can create new teaching methods and strategies to teach. Lastly, this research study will be helpful to the further researchers to carry out in the related field.

Delimitations of the Study

In research, delimitation refers to those characteristics that limit the scope and define boundaries of the research area. It bounds the researchers not to go beyond the limited area of the study. Similarly, it provides the information of research design, population, sample, sampling strategies, study area and data collection tools. This study focused mainly on challenges faced by basic level teachers in EMI implementation. Moreover, the design was narrative in this research. I used non-random purposive sampling strategy for selecting sample from representative population. Likewise, the sample included four basic level non-English language teachers from two different public schools of Kirtipur, Kathmandu. To collect the required data, I employed open in-depth interview as my research tool. Eventually, I analyzed the collected data descriptively and thematically.

Operational Definitions of the Key Terms

The key terms used in this research study have been operationally defined in the following ways:

Medium of Instruction: A language used to teach academic subjects in schools or universities is referred to medium of instruction. In this study, the term 'medium of instruction' means language used to teach subjects other than language in schools of Kathmandu district.

English Medium Instruction: Use of English language to teach academic subjects in schools is defined as English medium instruction. The present study, it represents English medium instruction as use of English language to teach subjects except Nepali subject at basic level.

Basic Level Schools: It refers to the schools from class one to eight in Nepal.

Challenges: It means the obstacles. Here, challenges refers to obstacles that are faced by basic level teachers in EMI implementation.

Implementation: The term implementation refers to make something that has been officially decided start to happen or be used. But, in this study implementation refers to implementation of English as a medium of instruction at basic level schools of Kathmandu district.

Chapter II

Review of the Related Literature and Conceptual Framework

Literature review means the existing piece of the done work on the concerned research area by accredited scholars and researchers and theory. This helps researcher to find the research problem and need of investigation. Literature review plays crucial role for setting the objectives of the study, suitable methodology to conduct the study and accomplishing the study with findings. Similarly, through literature review the researcher tells how the present research will be better for bridging research gap in the particular research field. It helps to strengthen the rationale for conducting the research.

This section includes the review of related theoretical and empirical literature along with the implication of literature review. Furthermore, it also deals with conceptual framework of the study.

Review of Related Theoretical Literature

Every researcher needs to observe the fundamental background of the related subject and the past studies. Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without theoretical knowledge and concept of the research topic. This topic includes medium of instruction, English as a medium of instruction, language planning and policy in education in Nepal, ELT in Nepal, importance of EMI, EMI at basic level schools of Kathmandu district, challenges of implementing EMI at basic level schools of Kathmandu district.

Medium of instruction. Medium of instruction is a language used in teaching and learning which may or may not be the official or national language of nation. It is a vehicle through which education is delivered to facilitate the students with content knowledge along with the learning of that particular language. According to National Curriculum Framework (NCF, 2005), MoI as "may or may not be the official language of the country or territory where the first language of students is different from the official

language". As medium of instruction, language is used as an instruction to receive the information where there is the connection of instructor and learner through instruction. The medium of instruction gives importance to the particular language. Moreover, it is used to teach the language, or educational contents 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 (British Council, 2008).

Medium of instruction is the powerful means of maintaining and revitalizing a language and a culture, it is the most important form of intergenerational transmission (Fishman & Fishman, 2000; as cited in Tollefson & Tsui, 2003, p. 2). In addition, Qorro (2006) argues that the role of language as instruction can be linked to that pipe which carries water from one station to another or that copper wire which transmitting electricity from one station to another. Just as a pipe is an important medium in carrying water, and a copper wire as important for transmitting electricity, whereas medium of instruction is also important in education. It shows that language as a medium of instruction plays a central role in transmitting education and shaping the learning activities that take place in all classrooms.

But there may be certain trend and system in choosing medium of instruction. The medium of instruction in academic institutions varies according to policy, practices and contextual needs of learners. Tollefson and Tsui (ibid.) believe that MoI policies must be understood in connection with socio, economic, and political forces that shape education generally. Hence, the selection of language as MoI is really challenging job. Furthermore, there may be many issues and questions rise in the multiethnic and multilingual countries regarding which language should be selected when establishing the main medium of instruction in the educational system (Puteh, 2013). The selection of appropriate language as a medium of instruction might always be controversial issues in multilingual and multicultural context.

English as a medium of instruction. Medium of instruction is a process of getting the learners enacted in the directions given by the teachers by using a language.

English medium refers to direct the students or the learners by using English language. Rahmadani (2016, p. 132) states that:

English as a medium of instruction (EMI) can be defined as the use of the English language to teach academic subjects to teach in countries or jurisdictions and implemented in some countries where the first language of the majority of the population is not English.

Several countries are practicing English language as a medium of instruction because of the global demand of English language. English language teaching and learning is being in practice not only for the academic purpose but also for other aspirations of the human being because it is the globalization era where English language is considered as one of the international languages. So, in the present days, English language is being taken as a compulsory subject in the curriculum in most of the countries.

Adoption of English instead of the mother tongue as a medium of instruction can thus provide students with ample opportunities with English on an everyday basis and in a wide area of communicative situations and capacities, not only with their teachers, but also with other students, administrators, and advisors, in meaningful and authentic contexts. (Belhiah, 2015, p. 7).

The use of EMI can be fruitful for fulfilling the high demand of quality education in these days as well. As English language is being used as a medium of instruction worldwide, the supporters of English as a medium of instruction in basic level schools in Nepal view it as a personal as well as the national need. Aryal (2013) mentions that it is a common perception among Nepalese people that children will have better future prospects if they have English medium in schooling. English language is one of the languages that can lead one to be sold in the global market in this global context (as cited in Sah, 2015). However, while students are being instructed in English language, they can have the several problems as well. Cultural barrier is yet another dominant factor in posing a challenge in the promotion of EMI into education system (Ryhan, 2014). So, use

of the mother tongue as a medium of instruction helps the students not to be linguistically dominated which leads better result in learning. Hence, English as a medium of instruction is desirable in our schools for being able to deal with the problems of basic skills such as listening, speaking, writing and reading. English has become a very important skill that a global worker of today and the future needs of them to possess. Using English as a medium of instruction simultaneously helps the student to acquire linguistic as well as the content knowledge at the same time.

Whereas, some people on the practice of English as a medium of instruction argue that it is better to use the national language as a medium of instruction. When children are educated exclusively in a non-mother tongue language, they are deprived of the access to education because of the linguistic, pedagogical, and psychological barriers. Dearden (2014) says that EMI is being rejected by some countries because of the wish to protect a home, unifying language or education system. However, the practice of English as a medium of instruction is increasing globally and it is providing the opportunities for the learners to be competent in the international language that helps them to uplift their personal and profession life. So, the implementation of English as a medium of instruction is being necessary in the context of Nepal. Although, the strategies, techniques and other things regarding English as a medium of instruction are to be explored and supported with its effective implementation.

Language planning and policy in education in Nepal. Language planning is an important process that enhances and reforms the entire linguistic situation of the country. It is also the national and international strategy to promote the selected language or languages (Sharma, 2010).

Many ups and downs are found in language planning of our country. Regarding that, Bist (2015, p. 6) writes;

Nepal National Education Planning Commission (NNEPC) 1953 AD suggested that English needs to be started from grade four to Bachelor level as a compulsory subject. However, through its report in 1956, the commission recommended to

remove English from the medium of instruction, which was in practice since Rana regime.

National education system plan, 1971. National Education System Plan 1971 was in favor of Nepali language as the medium of instruction. It did not make English as a compulsory school subject but made a provision to opt for any of the United Nations languages (NESP 1971). In addition to this plan brought a drastic change in education system by reducing the weightage of English courses from 200 marks to 100 marks and it also reduced the credit hours of English from 15 to 10 from high school to university level (Sharma, 2015).

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

Education act, 2028. Education Act (2028, pp. 3-4) noted that, both Nepali and English languages shall be medium of instruction in schools and the same language should be the medium of education while teaching language subjects. By analyzing the act, one of the major things what I understood is that every school has the authority to select a language as a medium of instruction as per their comforts and access to teach all subjects except English subject. Despite the fact that, the act seems not valuing the mother tongues spoken by other minority groups. According to the above mentioned provision what can be said that the national curriculum framework has focused on mother tongue as a medium instruction but education act has emphasized on the language which is contextually used or language used as per need can be a medium of instruction.

School sector reform plan, 2009-2015. With the aims of enhancing quality in basic schooling by developing and adopting minimum enabling conditions, School Sector Reform Plan (SSRP, 2009-2015) tried out various mother tongue based multilingual education (MLE) programs in the early primary grades (1-3) and multilingual education has implemented in 7500 school introducing mother tongue as medium of instruction in order to ensure the equitable access to quality basic education for all children in 5-12 age groups. In reflection by studying the plan, it is realized that it has suggested instructing through mother tongue in grade one to three to bring students from minority group in the main stream of education and for the preservation of their cultural heritage and linguistic identity. However, the plan seems silence on the issues regarding EMI.

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

School sector development plan, 2016-2023. School Sector Development Plan (2016-2023, p. 29) mentions that, children will be assisted to acquire Nepali if it is not their mother tongue and English is to be added as a second or third language to prepare students to use international language for their future social and economic advancement. By analyzing the plan, it can be said that the major purpose is to provide alternative options to select most appropriate language as a medium of instruction emphasizing on developing linguistic, social, academic skills and economic advancement in the languages that they speak and have to learn.

Free and compulsory education act, 2075. Free and Compulsory Education Act, 2075 (2018, p. 11) has states that, the medium of instruction to be provided by the schools shall be the Nepali language, English language or both the languages or mother tongue of the Nepali community. It means the medium of instruction in basic level can be

Nepali language, English language or both languages or his/her native language. The medium of instruction can use different languages according to need of the students. But, this act also mentioned that, if a foreigner has to study compulsory Nepali subject while studying in Nepal, he or she may study any other language subject instead of this, if he or she so wishes.

By analyzing the above mentioned policy and provision what we can say that medium of instruction plays a great role in the school. It is the most important strategy for effective teaching in basic level. Many policies and provision have been developed in respect to medium of instruction. They have assured different ways of instruction in different modules of packages. National education system plan 1971, Education act 2028, SSRP (2009-2015), SSDP (2016-2023), National curriculum framework 2007, Free and compulsory education act 2075, Constitution of Nepal 2072, and so many other reports of commission has talked about the medium of instruction in basic level education. There is the policy of using mother tongue in basic level whereas English or Nepali or both languages can be used as a medium of instruction in secondary level. But many of the public schools are using English as a medium of instruction from the elementary level. Many of the policy and provisions are emphasized on L1 as a medium of instruction in primary level. Because they believe, learning becomes more convenient due to the vocabulary of their mother tongue. Whereas, some of the authors and educationist believe or emphasize English language as a medium of instruction in basic level, due to the globalization of English language.

ELT in Nepal. Teaching English in Nepal does not have long history, as it is mainly taken as a school subject and only few people use English language in Nepal traces back to 17th century when King Pratap Malla ruled Kathmandu. However, it was used with very limited purpose (Awasthi, 1979; as cited in Sapkota, 2014). After his visit to Britain, Prime Minister Jung Bahadur Rana was interested in English education system under Darbar School at Thapathali. Chandra Shumsher adopted English language for higher education and opened Tribhuvan Chandra College in 1918 AD (Khaniya, 2007).

The oldest Nepali University, Tribhuvan University, established a century later in 1959 AD and after in different times intervals nine other universities are in the existence now. Under National Education System Plan (NESP, 1971) institute of education, TU started B.Ed. program as a form of English teaching. (Awasthi, 2009, as cited in Sapkota, 2014, p. 25).

Regarding the timeline of the history of EMI in Nepal, Kansakar (1996, p. 18) states:

Recently, there has also been a considerable decline in the use of English as a medium of instruction in higher education. The Government's efforts to increase the use of Nepali at all levels of education. However, this have not been matched by the production of an adequate number of textbooks or reference materials in Nepali.

Moreover, 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. Here, 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. So, the teachers, students, stakeholders, government, curriculum developers, textbook designers,

policy maker are to be conscious about overcoming the problems mentioned above. They all are to be aware of exploring and implementing more advanced policy and strategies to improve and develop the English language teaching practice in Nepal.

Importance of EMI. EMI plays important role in the development of accuracy and fluency for better language proficiency. It is significant for both teachers and students to cope with the medium for target language development. Bhatt (2012, p. 10) argues, "Medium of instruction is the major factor which affects the students achievement at least in basic and lower secondary level". On the other hand, Coskun and Civan (2016, p. 1982) views, "The effect of the medium of instruction lies on the academic success of university students". In this sense, EMI is necessary at basic level to university for educational purpose. Similarly, EMI functions as a gateway to join the global academic and economic opportunities. In this regard, it has become beneficial to improve the student's English as it provides maximum exposure to them through speech, reading and writing in several subjects (Khati, 2016, p. 29). It develops communicating power, and different skills; listening, speaking, reading, and writing.

Furthermore, according to Zhao and Dixon (2017, p. 11), "EMI courses, they must possess high English proficiency, good content knowledge, content pedagogical knowledge, and also pedagogical knowledge for language teaching". Likewise, one advantage of EMI is the higher quality of supporting materials compared to those in local languages (Coskun & Civan, 2016, p. 1983). As a lingua franca, English has been practicing as a medium of instruction for non-English subjects in peripheral countries. (Khati, 2016, p. 24) states, "EMI helps students to connect countryside with the global world and offers them boundless opportunities". It helps people to get access and involvement in various events happening across the globe. The global market, technology, and system are covered with cover of English language. Thus, the importance of English language is hard to confine in few sentences.

EMI at basic level in Nepal. EMI has become a pressing contemporary issue in non-English speaking countries around the world. It is a global phenomenon. Increased

use of English language in EFL and ESL countries has been well depicted. Dearden (2014, p. 1) says;

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

This sort of situation reflects that the significance of English has been extended rapidly. As English is the language of science and technology which students use it massively in their daily lives. They use English for various social networks such as facebook, twitter, instgram and so on. English has the treasure of knowledge available in the world. So, it is desirable to use EMI in the schools of Nepal. Public schools are struggling to attract students by changing the medium of instruction because most of the students join in private schools to get education through English medium.

However, Phyak (2015) presents that English is the third language and they do not need to use English in their everyday social interactions. Whether or not students have a better understanding of the content of teaching/curricula largely depends upon whether or not the language used as the medium of instruction in school is comprehensible to them. If students do not understand the language of instruction they are not able to achieve the curricular goals and are excluded from the whole learning process.

Challenges of implementing EMI at basic level. Generally, challenge means a difficult task or problem or something hard to manage. In the same way, here, challenges signify difficulty at basic level schools to implement EMI, especially by the teachers. It is clear that English is foreign language in our context. People who learned their first language certainly feel difficulty to learn other languages. In case of English, it is syntactically different than our languages.

Salem (2011) sates that there are many academic problems or challenges regarding students that teachers faced in the classroom and its direct impact is on the teaching learning activities such as forgetting tools, frequent absence, lack of attention, hyper-activities, inappropriate talk in the classroom, disobedience, aggressiveness,

refused to do task and schools work are the most problems faced by teachers to implement EMI.

Though English is good for developing the linguistic competence, but there are some difficulties to use in the class such as problems of understanding, explaining, translating as well as communication. For teaching in English, teacher should have the skills and knowledge and there should be the enough materials. But the schools of Nepal have not such skillful teachers and proper materials for teaching. That is why primary teachers of Nepal have been facing the problems using English as a medium of instruction.

Existing situation of basic level teachers to implement the EMI.

Language proficiency of the teachers. The increase of EMI as a worldwide phenomenon that is likely to expand in non-English speaking countries too. Basic level schools of Nepal have been shifting their medium of instruction from Nepali to English. However, its implementation is not unproblematic. It is full of challenges or difficulties especially, for basic level teachers of Nepal. The challenges may be the teachers' own learning ability to become a successful language instructor that requires combinations of linguistic, academic and pedagogical ability which few lecturers' possess (Shohamy, 2012; as cited in Burns & Vu, 2013). In this study, several Vietnamese content teachers experienced difficulty in using English, especially in "explaining things" and "answering the questions". Similarly, (Vinke et al, 1998 as cited in ibid) states that the lectures employed slower speech rates and less flexibility in dealing with unpredicted incidents and various challenges in language use. They had difficulty in expressing themselves effectively in paraphrasing, searching for words and refining statements. Such factors potentially result in detrimental effects on students' learning.

In the same way, Nepalese basic level teachers are also facing challenges due to the English language ability they acquired (Aryal, 2016). In previous time, there was only compulsory English from grade four and students were compelled to study all the subjects in Nepali medium. In campus level, there is compulsory English for non-English learners and rest of the all subjects they have been studying in Nepali medium.

Obviously, they are facing more problem than English background learners to teach through English.

Effective pedagogy/technique. Applying the technique is also a difficult to the teachers. Due to the lack of enough knowledge of English, the teachers may switch their language from English to Nepali. There is not fixed approach to deliver the content in the classroom to the students. Grammar translation is the mostly used method in the Nepalese schools. When the communication in English fails, teachers may take mother tongue to deliver the content to students. EMI pedagogy does not provide clear guidance about the most appropriate teaching methods to compensate language difficulty. In case of Nepal, most of the teachers have been using lecture technique in the classroom that affects the policy of EMI. To overcome these challenges, the teachers should use appropriate methods, approaches and techniques in a proper way.

Background of the teachers and students. Background of the teachers as well as students is also challenging aspect to implement EMI. Here, background of the teachers refers to the previous study of the teachers and the language community which they belongs. What kind of English learning environment did they get is also important thing in it. Moreover, the teachers' and the students' family background may also affect the teaching learning process. The students come from diversified society or different linguistic background and to teach them in a class is also difficulty task for the basic level teachers because this is first stage of formal learning where students also learn English language. As we know that learners have mixed ability like some are very good, average and lower too. To make justice to all students while teaching is also complex job for EMI teachers. Similarly, teachers' practice of using English may affect the use of English in the classroom. Teachers who use English frequently can speak better English and can use English though they are from non English background.

Reference materials. Nepal is the developing country and where there are limited resources related to EMI. Due to the inadequate resources, the teachers are facing difficulty to implement EMI at basic level. To be eligible for this program, teacher should meet at least two requirements; the English language and subject expertise. Beside this, unqualified teaching staff, inadequate supplies of reference materials, lack of

teaching equipments, lack of internet access and electrical causes is the main problems to the teachers. To make this programme effective there should enough materials and infrastructure related to EMI.

To sum up, there are lots of problems while implementing English as the medium of instruction such as students' language background, old teaching methods, less use of English language in classroom, unqualified teachers, high students and teachers' ratio and small class size, insufficient teaching aids are the common problems in Nepalese context and because of these things teachers face challenges in implementation of EMI at basic level. Unavailability of the teachers' guide and text books is also another problem in implementing EMI. They are facing problem by the lack of physical facilities such as school' building, classroom size, library and books availability are also the problems to implement EMI. Similarly, teachers have been facing challenges due to the lack of exposure in English, lack of good learning environment in the classroom etc.

Review of Empirical Literature

Many research works have been carried out in the field of EMI in the international forum and also in the context of Nepal. They have some kind of connection with my research too. Some of the research works that have been carried out previously in the area of EMI are reviewed in this section.

Bhatt (2012) conducted a research on "Shifting the Medium of Instruction in Schools" to innovate the reasons behind the shift to English from Nepali. The questionnaire was administered to the administrators, teachers and students (4, 16, 20 respectively) of four different schools of Kathmandu to obtain their perceptions towards the shift. The finding of the research exhibits that almost all of the respondents were happy with the new medium as they got the high enrollment rate of the students than the past. Moreover, Khatri, (2019) carried out a mixed method study among the English language teachers of Ilam district to explore their attitude towards using EMI and the challenges they faced in the implementation of it. The researcher used the questionnaire with close and open ended questions to obtain the fact. The result of the study revealed that the teachers were found positive in implementing EMI though they obliged to cater the challenges more.

In the same way, Sah (2015) investigated a research entitled “English Medium Instruction (EMI) in Nepalese Education: Potential or Problem”. This study shows that Nepal is implementing an English medium instruction policy in public schools in order to increase English proficiency among its citizens while EMI is widely implemented in Nepalese private school; most students are found struggle to pass English subject in the secondary school examination. This is one of the burning issues in Nepal. They are using English in private and public schools thinking that only those who have good proficiency in English language can do better in life. But this is only misconception towards English language because those who have not good proficiency in English can do better in life. Learning English does not mean getting quality education because it is only a way or medium of learning.

Dhakal (2016) conducted a research on "English as a Medium of Instruction (EMI) in the Government School: Teachers' Perception and the Use". The main objective of his research was to find out the teachers' perception about English as a medium of instruction in the government aided schools. Regarding methodology, he used survey design to undertake his study. The population of his study were all English language teachers who were teaching English at Secondary level in four government aided schools in Dhading district, and their respective students. He purposively selects four secondary and lower secondary level schools and ten English language teachers from each school of Dhading district. He used questionnaire and classroom observation form, and diary note to take the responses of the teachers. The major findings of his research were, mainly primary and lower secondary level teachers felt difficulty to teach through English medium in the beginning therefore, senior teacher and school administration should help them in teaching and student gets benefit through English medium although they felt difficulty to understand the content. So, the students should encouraged and motivated towards English. The text book also should be prepared in simple language that help the student to understand the content.

Similarly, Bhusal (2017) carried out research entitled “Implementation of English as a Medium of Instruction: Non-English Teacher’s Perceptions”. He had attempted to find out the existing situation of English as a medium of instruction applied by non-

English teachers at community schools and perception of them towards English as a medium of instruction. For conduct this study he used non-random sampling procedure to select thirty three non-English teachers teaching at secondary and lower secondary schools of Kathmandu district. Similarly, in the process of data collection, he used open-ended and closed ended questionnaire. The Major findings of this study were teacher's positive attitude toward implementing EMI, knowing the global needs and importance of the English language. Likewise, EMI has not been implementing effectively because almost 91% non-English teachers have not been provided training, guidelines, reference materials and orientation class to implement it.

Moreover, Cankaya (2017) on "Challenges in English Medium of Instruction from the Teachers and Students' Eyes" aims to the discuss English medium of instruction (EMI) in all aspects with a particular focus on its challenges and difficulties reported by both students and teachers by discussing the relevant research studies. As EMI is gaining the greatest importance among the researchers, policy makers and educators; it is of crucial importance to clarify the main instructional problems during the implementation process in order to reach a clear understanding. Within this purpose, an integrative research study was undertaken by selecting five major works on the challenges of EMI within various contexts. Accordingly, these fundamental research studies were analyzed through document analysis in order to answer the main questions in this integrative research study which attempted to provide a comprehensive picture of EMI in Turkish context. As the interpretation of the qualitative data revealed the EMI policy had not only instructional challenges but also language related difficulties both for students and teaching staff.

Gaire (2017) investigated research on "A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of English Medium Instruction" to identify the expectations of stakeholders of the schools from EMI before the implementation and also to find out the challenges faced by teachers, parents, and SMC to continue the EMI program. Similarly, she attempted to explore the reasons that forced them to quit the EMI program. The research was based on case study research design. She used non-random purposive sampling strategy to select research sample. Data

were collected from a public school of Baglung district that implement EMI for five years (2067-2071 B.S.) and quitted from the year of 2072. In her study she found that the school wanted to implement EMI to stop the flow of students toward the privet schools, to bridge the academic gap between the children of rich or non Dalit and poor or Dalit family, to improve English language proficiency of the learners and to make learners competent in English language as private school's students and for teachers personal and professional development. She also found that it was really challenging to implement EMI in that school because the school taught the textbook of private publication which was expensive and parents were not ready to co-operate financially. As well as, there was a lack of qualified trained teacher to teach in EMI. Moreover, she found that EMI was implemented without making any changes in usual condition which was the main reason to quit the EMI at that school. In addition, she suggested that the well preparation and planning should be done before shifting EMI at school and should expect those things which can be fulfilled.

Likewise, Lamichhane (2017) conducted a research on "Practices and Challenges in Implementing English Medium Instruction in Public Schools". The main objective of this study was to find out the current practices of EMI and challenges in implementing EMI in public schools. Regarding methodology, she used survey design to undertake her study. The population of her study were 30 public English language teachers of primary government schools of Kathmandu district where EMI has been implemented. She used purposive non-random sampling for her sampling strategy. Similarly, she used questionnaire as her research tool to collect the data. Both primary and secondary sources of data were used in this research. The finding of this study showed that English and Nepali language are used as the medium of instruction at primary level and most of the teachers face training and students' related problems while implementing EMI.

Sharma (2019) investigated a research on "Implementation of English as a Medium of Instruction in Public Schools" to analyze the implementation practices of EMI in public schools in terms of benefits and challenges. This study was based on interpretative research design. The population for the study included four teachers from four different schools of Kathmandu where EMI is implemented. She used in-depth

interview and classroom observation to collect the data for her research. Likewise, the sample of the study was selected through purposive non-random sampling procedures. It were found that most of the teachers in public schools are from Nepali medium background which becomes a major problem for implementation of EMI in public schools. Similarly, it shows teachers feel difficulty to implement EMI in public schools because they are not getting EMI related materials, trainings, seminars, orientations, etc.

Although many researches have been conducted in the area of English medium instruction but these research works are not able to portrait the challenges which are faced by basic level teachers to implement EMI in their classes. Therefore, this research study aimed to find out the major challenges and suggested some practical guidelines for the effective implementation of EMI at basic level. Moreover, above mentioned works were helpful for this research study to be carried out effectively. Those researches 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.

Implications of the Review for the Study

Literature review has invaluable implications from selection of the topic to deriving the findings. Kumar (2011) says "Literature review is an integral part of research process. It serves as a supporting tool from the beginning of the study to its end. It has very important place in any research".

Kumar (2011) presents the four ways in which the review of literature can help in our research. These includes; bring clarity and focus to our research problem, improve our research methodology, broaden our knowledge related to our research area, and contextualize our findings.

Thus, literature review has a significant importance for carrying out any research. As Kumar stated various implications of review, I have also gained similar kind of implications from the review of both the theoretical and empirical literature related to my study.

In the course of literature review, I went through various theoretical and empirical research studies. After reviewing several literatures regarding EMI, I got more information about instruction and English as a medium of instruction regarding its signification, implementation, advantages, challenges, 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. From the research of Dearden (2014), I have got some valuable ideas about the definition of EMI, making conceptual framework and preparing research tools.

Similarly, the research carried out by Dhakal (2016) and Bhusal (2017) made me know that how the teachers in public schools perceive EMI in local context and also helped me to select the sample populations for the study. In the same way, the research work of Gaire (2017) made me know that what teachers, students, SMC and parents expect toward the shifting of instruction from Nepali to English in public schools. It also supported me to find out the way of carrying out the research on my selected topic and helped me to get more knowledge about EMI. Likewise, the study by Phyak (2017) helped me to revisit the language education policies of Nepal and to know translanguage pedagogy as the best to use in EMI class.

Furthermore, the research work of Sah (2015) shows that Nepal is implementing an English medium instruction policy in public schools in order to increase English proficiency among its citizens. Bhatt (2012) found that English Medium textbooks were most challenging for the students. From his research, I came to know that emphasis should be given to students who take English as burden to make them to understand the terms easily. Lamichhane (2017) and Khatri (2019) in their research works explored the current practices, attitudes and the challenges in implementing EMI. They found that most of the teachers faced problems while implementation of EMI. By studying their study and research works, I learnt about attitudes, challenges, problems, positive and negative concerns of EMI in Nepal.

Moreover, National Education System Plan 1971, National Curriculum Framework (2007), Education Act (2028), School Sector Reform Plan (2009-2015),

Constitution of Nepal 2072, School Sector Development Plan (2016-2023), and Free and Compulsory Education Act, 2075 (2018) helped me to gain the information about plan and policies as well as the existed issues regarding EMI in primary schools in Nepal.

The review of empirical literature have acquainted me with what aspects of related research area have been examined by others, what they have found out about those aspects, what gaps they have identified and what suggestions they have made for further research. According to Kumar (2011), “going through the literature acquaints you with the methodologies that have been used by others to find answers to research questions similar to the one you are investing” (p. 32). Similarly, from literature review I got insights for selecting appropriate procedures, tools, design and to produce measurable objectives of the research study. In addition, it also increases my confidence level in theoretical as well as methodological knowledge.

Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. According to Miles and Huberman (1994, p. 18; as cited in Ojha and Bhandari, 2013, p. 301), "Conceptual framework is a visual presentation that explain graphically or in narrative form, the main things to be studied- the key factors, concepts or variables and the presumed relationship among them". After the intensive study of various theories and empirical researches, I have come up with the following conceptual framework which is presented in diagram:

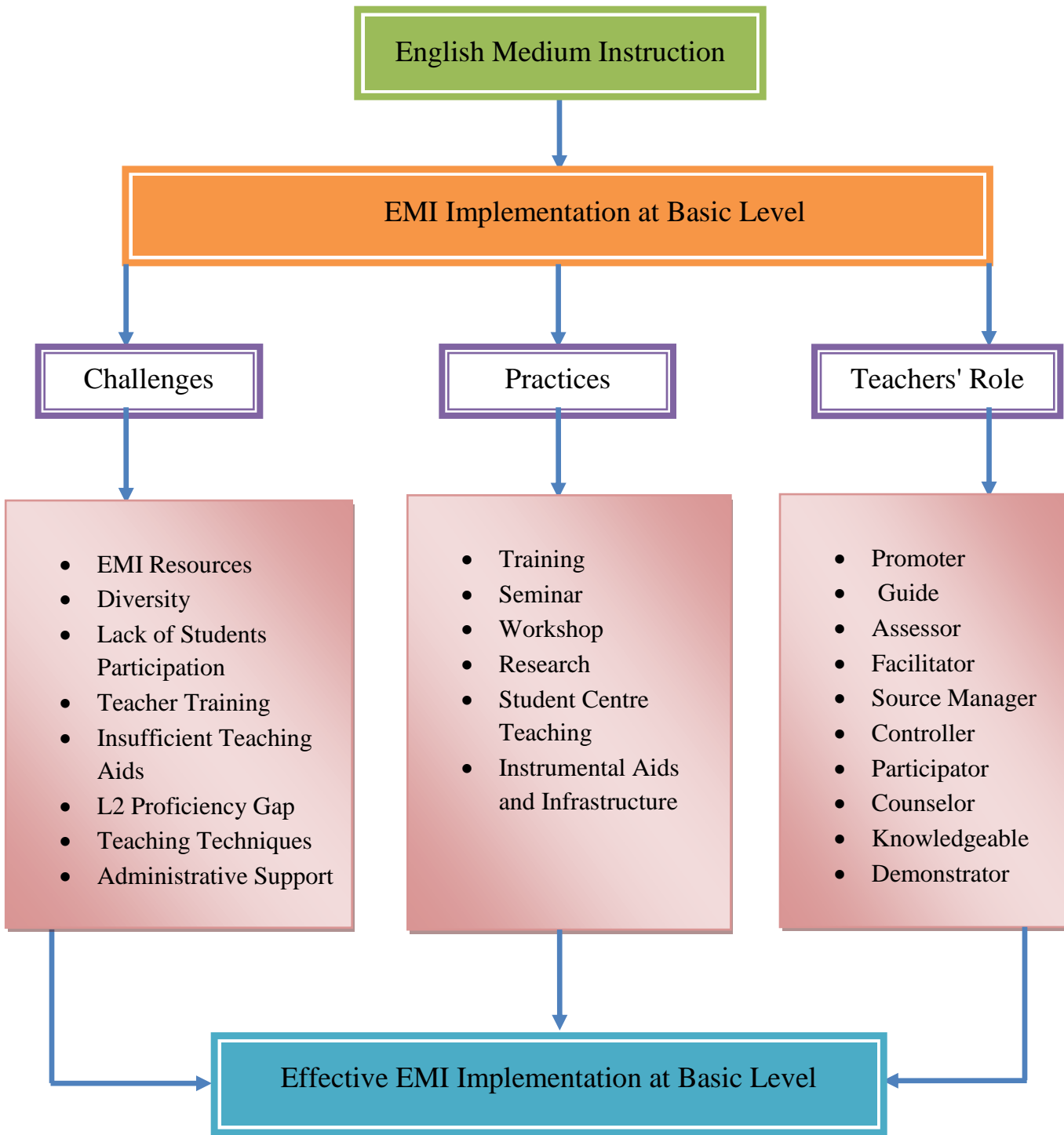


Figure 1

Chapter III

Methods and Procedures of the Study

This chapter deals with the design of the study, population sample, sampling strategy, research tools, sources of data collection, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

Research design refers the research method which includes procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frame. To be specific, research design is the outline on the basis of which the study proceeds ahead. In order to achieve the objectives of this research study, I followed narrative inquiry as my research design. The term narrative comes from the verb “to narrate” or “to tell (as a story) in detail” (Ehrlich, Flexner, Carruth & Hawkins, 1980, p. 442; as cited in Creswell 2012). In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences (Connelly & Clandinin, 1990 as cited in Creswell 2012). As a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2012).

Qualitative approach is an approach of research in which we obtain data through open-ended and conversational communication. This method is not only about what people think but also why they think so. Therefore, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer or researcher also tries to understand their motivation and feelings. The results of qualitative research are more descriptive. Today, our world is becoming more complicated and it is difficult to understand what people think and perceive. Qualitative research method makes it easier to understand that as it is more communicative and descriptive. Conducting in-depth interview is one of the most common qualitative research methods. It is a personal interview that is carried out with

one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent.

Narrative inquiry is the process of gathering information for the purpose of research through storytelling and exploring one's experiences. It is a research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law, organizational studies, therapy in health fields, social work, counseling, psychotherapy, and teaching for sharing human stories of experience (Webster & Metrova, 2007). Like other methodologies used by social science researchers, narrative inquiry inquiries into or asks questions about and looks for deeper understanding of particular aspects of life experience, in the present case, the life of teachers. Experience is meaningful and human behavior is generated through this meaningfulness. There is an interacting connection between meaning and its expression in language (Polkinghorne, 1995) which is a central focus in narrative inquiry.

Teacher Narratives are the real stories of the teachers which try to explore their real reflection in their personal, social and academic lives. Mainly, two major types of teacher narratives; oral and written were taken into consideration (Johnson and Golombek, 2002). Firstly, oral narratives basically dealing with participants' socio-cultural background without any intervention were explored. Secondly, the major ideas were noted down in the diary. After eliciting the basic grounds of teachers' background several questions were formulated, and interviews were taken. I recorded the interview and transcribe the recorded data for the analysis.

Population, Sample and Sampling Strategy

The population of this study included all the basic level non-English language teachers of Kathmandu district of public schools where EMI is implemented. Since this study is a narrative, it was difficult to collect data from each and every member of the population. So, I selected only four basic level non-English language teachers, out of whole population. Likewise, I used purposive non-random sampling strategy to select the participants for this study.

Research Tools

To meet the objectives of this research study, open-ended in-depth interview was used as a main research tool. It helps to gather in-depth data for the study. So, the interview guidelines were developed at first and then the interview was taken to each of the participants separately. It was recursive in nature. It means, interview was taken time and again until I got the required data.

Sources of Data

The purposively selected four basic level teachers of Kathmandu district where EMI is implemented were the sources of data. In addition, I studied and consult different books, theses, articles, and other materials related to this study.

Data Collection Procedures

In order to collect the data, I followed the following stepwise procedures in carrying out the research study;

- a) At first, I selected the participants according to the objectives of my study.
- b) Then, I visited the selected teachers of Kathmandu district (Kirtipur) and establish the rapport with them.
- c) Next, I informed them about the processes and objectives of my study.
- d) Similarly, I consulted and explained them about the purpose of the study and requested them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.
- e) After that, I conducted the open-ended in-depth interview of the teachers.
- f) Likewise, I asked them in detail about challenges that basic level teachers are facing in EMI implementation.
- g) After that, I kept the record of the interviews.
- h) At last, I thanked them heartily for their kind co-operation

Data Analysis and Interpretation Procedures

In this section, the research was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data were presented thematically. I used thematic approach to determine what stories

were told and revealed about each individual teacher and what are the challenges they are facing in EMI implementation. In other words, the narratives were first views holistically and then analyzed thematically. A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Considerations

Ethical aspects play important role while doing a research. So, while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, at first, I informed the respondents about the purpose of the study. After that, I conducted my research by taking permission of the participants and I kept the responses of the respondents confidentially. I did not use the data for any other purposes except for my study without permission of the respondents. I gave proper credit to the authors, scholars, and researchers works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussion

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to examine the existing situation of EMI and explore the challenges in implementing EMI at basic level. The analysis and interpretation of the data is based on the objectives and items incorporated to achieve the objectives. The detailed analysis and interpretation of the data and summary of the findings have been presented below.

Analysis of Data and Interpretation of Results

The data collected from the primary sources (the participants) analyzed in this section. The responses from the participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges they encountered during their teaching in EMI implementation at basic level. After collecting individual stories or view points using in-depth interview tool, I rewrote the narration in my own language. Then after, I categorized the themes in different sections based on the similar responses. Finally, the narratives were viewed holistically and analyzed thematically. Following major themes have been derived from the accumulated data through in-depth interview, written stories and informal talk with the participants.

Background of the Participants

All the people have their own background. Similarly, teachers come from their different family, social, economic and political background which also becomes the factors affecting in teaching profession. I collected the data through the interviews of four basic level teachers from two public schools where EMI is being implemented. The background of these participants have been mentioned below. The used names are not their original names.

Teacher 'Prem': He has been teaching Mathematics for 20 years. He is basic level teacher but he is teaching at secondary level also, due to lack of sufficient teachers. He

had completed Master's degree in mathematics education. Moreover, he argues that most of the public school teachers are teaching in English medium by their experience. They do not have such kind of materials, resources, trainings, and workshops which help them for effective implementation of EMI. However, they are using EMI in their classrooms, as EMI is the need of present generation.

Teacher 'Rohan': He has been teaching since 2074 B.S. He is new in this field. He is teaching science at basic level. He has qualification of Master's degree in science from Tribhuvan University. He feels pleasure while talking about his teaching experience, although, it is short. He states, he is innovative and always ready to use something new in his teaching. Moreover, he added, mother tongue is better at basic level but it is not suitable in worldwide context. EMI develops one's personality, increase career opportunities, and helps to compete world-widely.

Teacher 'Saraswati': She has ten years teaching experience. Her qualification is M.Ed. She is originally from Far-Western part of Nepal. She has been teaching social studies at basic level before long. She is very energetic and every student likes her teaching. She also loves to improve her teaching everyday. Likewise, she informed me that she used to participate in different training, workshops, seminars, etc. Additionally, she argued that parents, teachers, students, administration, and society all have equal role for effective implementation of EMI. The school where she is teaching had implemented EMI before five years ago at basic level. However, she also added that she uses Nepali language as well when students feel difficulty to understand any content.

Teacher 'Dipak': He has a long teaching experience of 13 years. He is satisfied with his teaching profession. The school where he has been teaching, implemented EMI from grade one. He had completed his Master degree in science education. He is teaching science at basic level. Furthermore, he states that Nepal is a multilingual country and almost every classrooms are linguistically diversified. Therefore, it is very difficult to use one's mother tongue in that kind of classroom. So, EMI is the best option for those classrooms where students come from different language background. In contrast, he

added, students spend most of the time at home and only about six hours at School. So, they do not forget their mother tongue which influences their foreign language learning.

Public Schools and English Medium Instruction

As private schools are promoting English medium as a major aspect of ‘quality education’, where parents have developed a strong assumption that private schools will help their children to develop better English language proficiency. More strikingly, there is a widely held belief in the public sphere, that private schools provide quality education because their medium of instruction is English. Therefore, parents prefer to send their children to private schools (Baral, 2015; Bhatta, 2014). Consequently, the number of students in public schools is decreasing. For this reason, public schools felt ‘ideological pressure’ to introduce EMI policy to compete with private schools (Phyak, 2016a). In this regard, Prem argues that they have introduced EMI policy because "*private schools have attracted students more because of their English medium policy*". He further said:

We introduced this policy five years ago. Couple of public schools in this region (Kirtipur) have implemented this policy. We feel extreme pressure to compete with private schools. Some new private schools have been established here in this region. They are using EMI policy in their school. They have smart uniform policy for students too. It looks modern. People like it. Therefore, parents have started sending their kids to private schools. The student enrollment is decreasing in public schools. Public schools will be shut down if we do not have enough students. For all of those reasons, we have implemented a new policy to show the parents that we can also teach in English. We want to attract more students in our school.

As he said, ‘neoliberalization of education’ (Gulson and Pedroni, 2015) has put an extreme pressure on public schools to compete with private schools. Since EMI policy is a major selling point for private schools, public schools want to implement the same policy to increase the enrollment and reverse the decreasing trend of students leaving public schools (Phyak, 2016b). The number of public schools adopting EMI policy is increasing after the implementation of the federal structure of the governance in 2015.

According to the new policy, local government, municipalities and rural municipalities, are given responsibilities to develop and implement policies to promote quality of public schools. Strikingly, local government throughout the country are reproducing the neoliberal ideology and focusing on introducing EMI policy in public schools. In this regard, Diapk argues that "*without introducing English medium, public schools do not survive much long. If we do not have students, then schools are closed. So, we are forced to introduce English medium policy in our school*". He further stated:

There is a strong mentality that public schools are not as good as private schools. Generally, people do not much trust public schools. They think that public schools do not provide quality education. Parents see English medium as quality education which opens the door of opportunities for their kids. If there is no English medium, parents think that public schools are not good and teachers are not competent. Hence, we have introduced English medium policy to prove that public schools are not less qualitative than private schools.

Nowadays, public schools are introducing EMI policy as well to increase student enrollment. By analyzing above excerpt we can say that parents are sending their children to public schools because of the EMI policy. Parents believe that this policy helps their children to develop English language proficiency which is believed to be necessary for finding skilled jobs and study abroad opportunities as well as promoting business. Parents are now asking public schools to introduce the EMI policy because they think that it will help their children to become as competitive as the students from private schools. For parents, speaking English is a symbol of quality education and a marker of being competitive learners. If the EMI policy is not introduced, only the parents who are not able to pay fees (even for low-cost private schools) send their children to public schools. This situation has contributed to the creation of a stigmatized identity of public schools as the schools are only for the poor people (Phyak, 2016).

Moreover, since the local government chose the language of the medium of instruction, schools are now focusing on English rather than Nepali and/or other local languages. In this regard, Saraswati articulated that:

Our school has decided to implement the EMI policy to improve the quality of education. The government has given us choices to teach in a preferred language. Schools can teach either in Nepali or English or in both medium. They can also teach in mother tongues in the early grades. But our school has chosen English medium. We believe, the EMI policy helps to minimize the gap between private and public schools. If we have the same policy, parents do not have to send their children to private schools for English medium education.

Such a choice-based argument to implement EMI policy at basic level superficially sounds neutral. However, the notion of choice is one major aspect of the neoliberal ideology (Price, 2014). Although the teachers and parents consider EMI policy as a way to compete with private schools, their choice legitimizes and reproduces the global socio-economic power of English (Piller & Cho, 2013). This assumption redefines the goal of education which constructs the identity of students as a neoliberal subject who should be able to compete in global market (Sharma & Phyak, 2017). Even though, such a policy, based on neoliberal assumptions, does not necessarily help students become competent in English and other academic subjects to compete with other students in a free market. Studies have consistently shown that students in English medium schools are not learning both English and academic contents effectively due to the lack of effective teaching in English medium (Baral, 2015; Khati, 2015; Phyak, 2019).

Existing Situation of EMI

English language has gained its status of global means of communication. Nowadays, it has been playing the role of lingua franca among the people from dispersed and diversified linguistic and cultural background. English, today, no longer remains the property of only English speaking countries like America, Britain and Australia. It has become an inclusive channel of communication in the field of education and commerce throughout the world. Regarding the remarkable position of the English language in the world, Rohan expressed:

English is now expanded across the globe, as a result of British colonialism, international interdependence, revolutions in technology, transportation,

communications and commerce because English is the language of the developed countries like USA, Australia, and a major economic, political and military force in the contemporary world. Nowadays, it is not only existed in Britain but also in entire world.

From this, it can be inferred that English language has been spreading its coverage in almost all sectors and fields throughout the world. It is not only the language of one specific land and territory. It has covered almost every space and portion of knowledge in the present day world.

Similarly, the English language has become the main source of gaining knowledge. For this, Crystal (1990) argued that “Textbooks on English these days regularly rehearse the litany of its achievements. It is the main language of the world’s book, newspaper and advertising” (as cited in Khatri, 2019, pp. 43-44). From Crystal’s idea, it can be said that anyone who wants to gain knowledge of either of the fields should be competent in the English language. Moreover, English is the language of global importance of library, business, diplomacy, education and employment and the promotion of human rights. In this regard, Freeman (2007) mentions that we are witnessing a tremendous increase in the demand of English around the world. It is not only due to different changing demographics but also because of the trend towards globalization. Thus, the present world has been using the English language as a vehicle to transmit its innovations, changes, developments and many other things. As a result of the use of English, the world has become smaller and simpler than a larger cosmos.

Use of EMI at Basic Level Classrooms

Education is taken as an advancing process of change for the betterment of the society that designs individual socially, economically and internationally, for that government has brought EMI policy in Nepalese context. As presented in Phyak (2015, p. 3) in 2003, the Ministry of Education (MoE) revised its existing policy of teaching English from Grade 4 and introduced English as a ‘compulsory subject’ from the first grade. Although the government has implemented English in teaching, Phyak (ibid.) argues that the teacher does not force the students to speak English only in his/her class,

rather he/she purposefully uses Nepali to push them towards speaking English. It means, to use bilingual approach is the best way in teaching rather than monolingual approach of English language. Similarly, Wilkinson (2005) suggested that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adopted, more time is allocated, and most of the program is offered in EMI.

Moreover, Rohan "*prefer to use only English in the class while teaching. He believes, it is a good way of progressing in English language. However, other participants claimed that they are teaching in English and Nepali both languages*". In this sense, Saraswati argued:

To use bilingual approach while teaching creates easiness to teach. In addition, the students are also being active and collaborative to learn in the class when they are taught in bilingual approach. Similarly, it decreases students' shyness and develops their confidence in learning.

To support this, the studies of Cummins and Hornberger (2006 and 2010) reveal that allowing students to use their home languages and language practices in school promotes their engagement in performing tasks, increases classroom participations, supports negotiation of multiple ways of learning, and encourages students' identity investment in classroom activities.

Therefore, this can be explained by the fact that most of the teachers are using bilingual approach in teaching even in EMI classroom. Although some of the teachers acknowledge the importance of English and are using English only in teaching, but for most of the teachers it is difficult to teach only in English in non-native context. In our multilingual society to use the target languages and first language seems to be a positive step to EMI to use English language at basic level.

Motivation for Selecting EMI

The researches (Davis, Phyak, & Bui, 2012; Khati, 2015; Phyak, 2015) show that the desire to gain access to the English language, and the economic benefits that are said to accrue to have proficiency in it, is the major reason behind parents' willingness to

move their children to private schools using EMI. As a result, community schools have witnessed a sharp decline in the number of students, education quality, their standard, and many more in recent years which has, in turn, motivated them to adopt EMI to attract and retain students. As Phyak (2016, p. 210) confirms, “public schools are shifting to EMI to compete with private schools”. Even official documents of the Ministry of Education acknowledge this reality. For example, MoE (2014), in its National Early Grade Reading Programme document mentions that “the main reason why community schools are shifting to English is to stave off the threat from private schools and to try and keep their enrolments from declining and responding to parental demand for English” (p. 8). The school authority, teachers and parents take this shift in medium of instruction as the need of the hour. Here, Prem reported:

There is a strong pressure from parents to use EMI in our school. Since English is a means of international communication, it is important to teach the students in English medium so that they have good proficiency in it. This will help them get better opportunities, not only inside the country but abroad as well.

His comments reinforce the public perception of EMI as a means to provide students with the English language skills which will enable them to get access to enhanced employment opportunities.

Moreover, it has expanded opportunities to the students who speak in chances of getting better education and job for their motivation to study in English medium. In the similar vein, Rohan argued that “*If we teach in English medium, we can improve students English language and this will help them to get better job opportunities and compete globally*”. Likewise, indicating the possible benefits of English language proficiency, another participant Dipak added, “*Those who know English well can get good jobs and better career; therefore we like teaching in English medium and most of the students and parents are also happy after using EMI*”.

The impact of EMI at Basic Level

The use of English has a great impact at basic level of community schools in Nepal. One of the major changes is visible in the number of students enrolled in these schools after the introduction of EMI (Republica, 2016). Not surprisingly, the schools themselves take an increase in the number of students as a significant achievement, as one of the participants Saraswati commented:

After the introduction of EMI in our school, some of the parents have brought their children to our school from [English medium] private schools. This is a great achievement as we have gained the trust of the parents. Now, the number of students are looking for admission which is increasing every year but we cannot enroll all of them due to limited classrooms and teachers.

However, when asked about the academic achievement of the students, she did not seem to have a very clear idea about their levels. Similarly, she mentioned that “*the students have better English language proficiency and the overall result of the school has improved*” but did not give specific details. She added, “*parents were also happy about the positive impact of EMI at basic level. They are happy because their children can speak English after getting enrolled in this school*”. All the participants in the study agreed that “*both the local community and the students have developed a positive attitude towards their school after the introduction of EMI*”. This could be true in other areas as well given that reports indicate many schools which had very few students in the past have regained life and are operating with increased enrolments after they introduced EMI (Republica, 2013).

Though the increased number of students for enrolment is positive, it has been found that the impact of EMI on students’ academic achievement is still not clear as no research comparing achievement levels pre and post-EMI in individual schools in Nepal. However, Pinnock (2009), reviewing evidence from international learning assessments in other countries, found that when the mother tongue is not the medium of instruction “the language used to deliver the school curriculum pulls down the educational performance of many of those who do not use it at home, particularly those who do not have regular

access to it outside school” (p. 8). Thus, using a foreign language as the medium of instruction always carries the danger of putting the educational achievement of children at risk, especially in situations where the teachers themselves are not fluent in the language of delivery.

Furthermore, the shift from Nepali to English has directly influenced the teaching methods and strategies of classroom. One of the participants Dipak responded that "*their teaching methods due to EMI had been indeed changed and brought some changes in teaching and learning of non-English subjects*". Likewise, Prem expressed the impact of shift on methodology as:

Before the inception of EMI, teachers were very active, we had to deliver everything in Nepali and students used to listen to us and did as instructed. But with EMI, our methodology is different by making students more active than teachers. They do more exercises than we do. EMI has encouraged learner centered teaching method. But it does not mean that teachers remain passive.

The next participant Rohan added more ideas on this as:

I think, in the beginning of English as medium of instruction, teachers were for giving contents. Yes, I like that because it made students contently more knowledgeable and teacher resourceful. But slowly-slowly, we are able to teach students by taking ideas from themselves too. We prefer learners' voices more than imposing our ideas.

From the narratives of the participants, it is revealed that the teaching methods had been changed from teacher centered to learner centered. EMI allows learners voices to be heard and shape the activities accordingly. As Hardman, Ackers, Abrishmain and O'Sullivan (2011) concede that the global spread of English will often favor the learner centered methods, with a large amount of donor groups advocating for this type of classroom instruction to dominate.

Implication of Shift on Students' Performance

Students are the ones between two active classroom participants. The ultimate goal of making change in any education system is to allow opportunities to the students and bring changes in their behaviors. Students' performance incorporates their result and the participation in classroom activities.

In this study, respondents were very optimistic about the improvement of students' linguistic and communicative ability due to EMI even if in its beginning days. Saraswati, shared her experiences on the improvement of students as follow:

Students now study in English from primary level. Nepali subject is only learnt in Nepali and other academic courses in English. They are excited to learn in English as they have feeling like the students of boarding school. They are becoming more serious, curious and punctual in their learning. They do homework regularly. They try to talk in English even if they are not competent in English.

In the same way, Dipak stated:

The students who were very lazy in past time are becoming very active participant. They are trying to speak and write in English even if it is just communicative. They are losing their shyness which makes us optimistic towards their result and future career. They borrow some books from school library and ask various questions from them in English even if the content and context are irrelevant. I am very happy with them seeing their curiosity and willingness in learning English.

The accounts of these teachers' experiences reflect that the teachers were fairly positive about how students have been working with EMI. They were very optimistic to see the good position of their students in future as they found some changes in students' behaviors and classroom performance.

Teacher's Role in Effective Implementation of EMI at Basic Level

We know that English is spreading rapidly around the world. As English is assumed to play an important role in “increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information, and acting as an impartial language” (Coleman, 2011, p. 18), most of the people are attracting towards the English language. Although, the people are attracting to the English language, the rapid spread of EMI does not imply immediate success due to the various reasons. For example, the study of Hamid, Nguyen, & Baldaufjr, (2013), who examined medium of instruction (MoI) policies in ten Asian countries conclude that implementation of English is “fraught with difficulties and challenges” (p. 11). Likewise, this in-depth interview data also indicates that while a local language is appropriate for use in the home and community whereas the people or students express and prefer to use the English language at school which is really difficult task.

Furthermore, two of the participants (Prem and Saraswati) responded that "*there should be much more exposure of English in the classroom and English zone should be created inside and outside the classroom for the effective implementation of EMI*". However, another participant (Rohan) "*demand for the language proficiency to implement EMI effectively*". In our context, teachers should also be provided effective training for the effective implementation of EMI and they should develop their skills and knowledge to be good in English language. In addition, Saraswati added:

Teachers can use audio, visual, audiovisual materials as well as they can show real objects, pictures and so on to teach meaning without translating into Nepali language. In the similar vein, teacher can encourage the students in self-learning environment and use the English in the classroom. So, the EMI can implement effectively.

Likewise, another teacher Dipak said:

Teachers can build good rapport and friendly relationship with the students so that the students feel free to share their ideas with them even in broken English

and the teachers can activate the learners. They can use different techniques as well.

To sum up their responses, language is a key to open the students' inner voice, ideas and feeling and it can be good if the teachers use different materials and techniques in the classroom. Similarly, a teacher should have the confidence while delivering the content to the students for making classroom live, interactive, collaborative and more fruitful. Teacher should make a plan and involve in practice before going to teach in the real world contexts so that they can develop their confidence level to conduct the use of L2 more effectively. Moreover, the data has shown that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adapted, more time is allocated, training to the teachers are provided and most of the program is offered in EMI.

Teacher's Proficiency in Using EMI

Teacher proficiency refers to the knowledge, skills, abilities and attitudes which teachers need to have in order to promote teaching-learning process. Nowadays, teachers are using EMI but due to the insufficient resources, materials, training and teaching-learning environment, they are facing many problems to implement it effectively. Similarly, language proficiency is one the major problem for teacher. It means, most of the teachers did not have good language command. This is why, they also use Nepali medium to make their students clear about the content. Especially in the context of non-English language teachers, it is one of the main problems to use EMI in the classroom. Their language proficiency really affects the effective implementation of EMI.

For instance, Saraswati said that "*English medium really affects the teacher proficiency. Teaching in English needs more knowledge and active participation of the teachers to search for required knowledge*". It shows that English medium directly affects the teachers' proficiency because when non-English teachers use English medium, they need to have active participation and good knowledge about the English language.

In the same way, Rohan argued:

English as a medium of instruction is a new approach in teaching and learning. It helps to increase the proficiency of language teachers but its implementation at basic level affect the proficiency of most of the non-English teachers because they have limited vocabulary and they cannot perform well in the classroom like English teachers.

By analyzing above statement, what we can say that the insufficient knowledge about the English language such as vocabulary and pronunciation, creates difficulty to implement EMI at basic level. Due to this, sometime, they cannot perform well in their subject matter even they are good in it. So, EMI is a problem to the teachers.

The Use of Teaching Techniques

According to Edward M. Anthony, "Technique is a trick or strategy or tactics used by teachers to achieve maximum results immediately in teaching a specific part of a language" (as cited in Aziz, Ibrahim, Shaker, & Nor, 2016, p. 156). So, teaching technique can be generally understood that strategies the planning of teaching such as teacher-centered, student-centered, and material-centered. Although the teacher acknowledges the importance of English as an international language, for him/her it is difficult to teach non-English subjects in English because of lack of knowledge in teaching technique.

Correspondingly, when I asked about the use of teaching techniques in EMI classroom, one of the participants (Rohan) said, "*he often use the lecture method while teaching*". We know that lecturing is a common method frequently used by majority of lecturers in which one-way teaching takes place. Likewise, two of the participants (Dipak and Saraswati) said that "*they like to use discussion technique while teaching through EMI. They use pair work, group work, different types of gaming activities to develop active participation and language proficiency of the students as well*". Furthermore, Prem found "*question-answer technique as intended to detect the level of understanding of students, encourage students to explain information clearly*".

The data regarding the use of teaching technique shows that teachers are using both the teacher-centered and student-centered technique to teach at basic level where

EMI has been implemented. Among the different techniques, we can see discussion, question-answers and lecture methods are the most frequently used in our non-native context in EMI class. Similarly, the result also shows that they are using technique as a control of an organization that really happens in classrooms where it is used to achieve an objective and teaching will be effective. It can be concluded that the teaching session will be successful with the selection of teaching methods and techniques that can have a profound impact not only on the understanding of students, but also affecting and touching their heart. Hence, selection of an appropriate technique is the best way for the proper implementation of EMI.

Pedagogical Strategies to Help Students Understand the Content

To implement EMI at basic level is the complex and challenging job. In this context, the emphasis is primarily placed on content acquisition and any language development is seen more as a bonus. According to Hanson and Filibert (2006) "Strategies refers to select a strategy or strategies that will assist and support student understanding" (p. 15). Pedagogical approaches in EMI class focuses on how to teach rather than what to teach and when to teach. Regarding this, Chapple (2015, p. 8) writes:

The question of how to teach in EMI classes is complex and involves issues such as how much (if any) of the first language should be used and, if so, in what way and when (in class, in handouts or other supplementary material or text books, in presentation slides or assessments?), the content (how much to teach? using the same as in the first language or a more watered down version?) and assessment criteria and methods.

Identically, in teaching and learning context, strategy means ways or steps or actions that must be implemented in order to achieve the objectives of teaching and learning. Strategy therefore, focuses on achievement or learning outcomes to make students understand the content. In this regard, Rohan shared, "*we use real objects pictures, map, diagram and sometimes websites as pedagogical strategies. Likewise, teachers explain and elaborate the content by using different examples, analogy, humors, and metaphors as the good strategies*".

Moreover, Dipak revealed that "*sometime they also used translanguaging pedagogy in teaching*". As in the study of García and Kleifgen (2010), they state that "translanguaging pedagogies offer opportunities for students and teachers to draw on all their linguistic resources to make meaning". So, translanguaging pedagogy is one of the best way to understand the content along with natural language practice. It helps to make students understand the content as well. Similarly, audio, visual and audiovisual materials are also helpful to make students understand the contents which is a good way too for the effective implementation of EMI.

From the above statements, we can say that relia, pictures, diagram, map, dictionaries, translanguaging pedagogy, and educational websites are mostly used pedagogical strategies to make students understand the content in EMI classroom. Likewise, the different studies show that those pedagogical strategies are the best way to teach in EMI classroom.

Benefits of Adopting/Using EMI at Basic Level

English language is considered as a foreign language for Nepali speakers. It is the language of global communication. So, it is spoken and used everywhere around the world. Shifting the medium of instruction to English in community may create positive impacts. Similarly, Ojha (2018) argued that "The use of English had a great impact on public schools in Nepal. One of the major visible changes is increase in the number of students enrolled in the public schools after introduction of EMI".

Similarly, EMI has an extra benefit. It transforms a local school/campus into an international one where the facilities and students of diverse linguistic and cultural backgrounds can interact with each other (Kao & Tsou, 2017). It means EMI is helpful for sharing ideas, feeling, opinions, and culture internationally. Hence, it creates a multicultural environment.

During the interviews with the teachers of public schools where EMI is implemented, they pointed out some benefits of EMI at basic level. Some views it as a tool of improving quality of education and others views it as policy to increase the

number of students enrolled in public schools. The followings are some benefits of adopting/using EMI at basic level.

Opportunity to learn English language properly. English is considered as second or foreign language in Nepal. It is considered as an international medium to know about different sectors. It is becoming essential to get better job in the international market. There is high demand of English expert in the different sectors like education, businesses and politics. Moreover, Ojha (2018) says, "EMI as a means to provide students with the English skills which will enable them to get access to enhanced employment opportunities". It is sense that EMI classes provide opportunity to get knowledge in English language. So, EMI courses help students develop presentation skills (Huang, 2016, p. 76). It is sense that EMI classes provide opportunities to get knowledge in English language.

The respondents also emphasize this benefit by the EMI implementation. Teacher Dipak said, "*Students get chance to gain additional knowledge in English language*".

Similarly, Rohan explained:

Science and technology is primarily based on English language. All information technologies use English as a default language like mobile, T.V., laptop Therefore, we should use English medium in school to develop English language of the students based on teaching learning process and experiences.

Moreover, Saraswati added:

As a benefit, we can teach 'jungle' at first in Nepali and students later know its meaning 'forest' in English or vice versa. I think, this is an advantage of using both Nepali and English language in EMI classroom situation. Likewise, if there is monolingual class, mother tongue and English, both languages can be used at the same time for effective teaching and learning in EMI environment.

Students, who are studying in public schools in Nepal, get an opportunity to learn the English terms for Nepali local words. Most of the Nepali students do not know about

these words. EMI accentuates the maximum use of English words in conversation with teachers and students. Therefore, by analyzing above statement, use of Nepali or mother language in EMI classroom when students feel difficulty to understand is a better way to teach basic level students in Nepalese scenario.

Develop the communication skills. Language is a means of communication. Students can develop their communication skills with the help of English language. EMI provides the opportunity to develop their communication skill. Although, EMI teachers are not language teachers, it would be helpful to understand the process of teaching from the students' perspective and how L₂ affects students' listening comprehension (Kao & Tsou, 2017). Similarly, Smith, B. F., Humphreys, P. and Walkinshaw, I. (2017, p. 2) argues, "The primary focus of English language education is language acquisition for communicative purposes". So, EMI is an essential to develop communication skills.

EMI develops listening, speaking, reading and writing skills. These are the requisites of communication. In response of a query, "Is EMI better for communication?" Respondents responded as follows:

Teacher Saraswati opined:

I think English is a better language for communication, especially in language diversified classrooms. If we have English language ability, we can communicate internationally and we can compete with them as well.

Similarly, teacher Rohan expressed:

By using EMI, students get chance to learn in English. It is a kind of language, which give students to the international exposure.

EMI enhances the ability of the students to communicate with the outer world. Most of the international sectors are using English language. Mostly, politicians, journalists, businessmen, teachers, and students love to communicate in English, if they have knowledge about English language. Consequently, EMI helps students to develop

English language proficiency which creates many opportunities later, not just nationally but globally as well.

Source of motivation in learning. Motivation is a kind of internal drive that encourages to do something and to learn something new. It is beneficial to make teaching learning process purposeful. EMI generates stimulus among parents, students and teachers to learn something new. Phyak (2015) says that (as cited in Ojha, 2018, p. 190) "Parents seem to think that if their children are not educated in English medium school their future is not bright, because English is associated with success in later life". It means, EMI is a kind of motivation for parents in which they see their child's bright future. The teachers responded the query about the motivation and EMI as follows:

Prem argued:

Students and their parents are happy after using EMI. Students are getting chance to learn like private schools where English language is given priority in their teaching-learning process. After implementation of EMI, their effort for learning is increasing day by day.

The parents are happy to see their child talking in English. They focus their child to study in English. Therefore, we can say that EMI motivates the students as well as parents to engage in learning process.

Similarly, in response to the question, "Do students motivate to learn in English medium?" Teacher Rohan stated:

"Yes, most of the students are highly motivated to learn in English medium".

But in contrast with the interview, in the context of Nepal it is hard to believe that the students are too much motivated in learning process through EMI. This is why, English is not our native language. Our native language often interfere English language learning. So, above statements are contradictory. Similarly, the negligence of the teachers towards their students learning process and activities is also one of the factor makes students less motivated towards EMI.

Reduction of gap between private and public schools. Generally the result of private schools is above than that of public schools. The students from private schools are seemingly intelligent than the students of public schools. They are much ahead than the students of public schools in different sectors. Thus, the parents are willing to enroll their child in private schools due to this gap. Many public school authorities are basically shifting their medium of instruction to English from Nepali in order to attract the large number of students who are attracted by private English medium schools (Khatri, 2016).

In response to the question, "Some says that private schools are providing high quality education through EMI than public schools. What is your thought about it?"

Teacher Saraswati responded:

Implementation of EMI does not indicate you are providing quality education. However, private schools implement EMI from pre-primary level but here we are implementing from grade one. Similarly, their EMI environment is better than us and they are much more experienced in EMI scenario too. Therefore, sometime, it seems difficult for the public schools to show the best results on compared to private schools.

Likewise, in response to the question, "How can we reduce this gap between private and public schools?" She argued that:

Different kinds of trainings, workshops, seminars, and conferences related to EMI will be the best option to reduce the gap between private and public schools. Additionally, staff meetings, teacher-parents meetings, and extra activities related to EMI at least once in a month will improve quality education and support to reduce this gap.

Here, the first extract shows that there is a gap of practicing EMI in public and private schools. However, participants argued that implementation of EMI does not indicate you are providing quality education. Quality education depends on quality of teachers how much he/she can deliver the content effectively in the classroom. Similarly,

second extract revealed that to bring quality in education and to reduce the gap between private and public schools, it is needed to provide different kinds of teachers professional development trainings to the teachers. Therefore, there should be some strong provisions regarding implementation of EMI to uplift the quality of education.

Generating human resources and developing social status. Human resource is the personnel of an organization regarded as a significant asset in terms of skills and abilities who is prerequisite element for the social, economic and national advancement. The data have drawn out that use of EMI plays pivotal role in order to generate a competitive manpower in the context of national and international market. In other words, this educational program has a big hand to produce human capital. Likewise, a person with a good command over the English language is treated as an honorable member in the society. The participants of the study also argued that English language is one of the best ways to develop personality in the social, organizational and institutional contexts.

EMI for improving students English language proficiency. Facing the current situation that Nepali students are poor in English productive ability, the mode of only English-medium teaching is put forward to completely improve students' English abilities and comprehensive competence by creating English language acquisition atmosphere. Moreover, most of the respondents expressed, both teachers and students have the expectation that they could improve their English language proficiency, able to speak fluently and accurately as well as they would develop and improve listening, speaking and reading skills if they learn in EMI. In this regard, Prem articulated that:

We have the expectation that we can develop English language proficiency of the students through EMI and that would be very much helpful for their higher study, career development, personality development, communication, etc, but they are not getting ample opportunity to use EMI except in the classroom.

In addition, Dipak and Saraswati expressed that "*students are improving their language proficiency gradually*". As the study of Yue, Ying, and Jingxia, (2015, p. 179) found that 97% of the students have a positive understanding of the purpose of teaching

in English that is to help students themselves improve their abilities and realize meaningful teaching beyond superficial. However, in Nepali context we see some students who have no more expectation through EMI because they are not getting any differences between Nepali and English medium, as they are using Nepali more than English in the classroom and outside the classroom.

Eventually, it is to say, most of the teachers and students are positive and they have high expectation from EMI. Likewise, they have the common belief that they could improve their English language proficiency if they learn only in EMI. Though, they have the high expectation, the data shows that they feel they are not getting what they are expecting.

Challenges in the Implementation of EMI

English is the international language and it is a demand of modern time. Interest of EMI is increasing day by day. Parents, community and the world leaders are prioritizing the EMI. Everyone is emphasizing about its implementation but there are several challenges to implement it. These challenges are being faced by the teachers, students, administration and other related ones. In many countries the educational infrastructure does not support EMI provision (Deardon, 2014). It suggests that implementation of EMI requires many changes and improvements in infrastructure and educational bodies of school level. This holds relevant for the case of Nepal too.

On the other hand, most of the teachers use mixed language approach using Nepali to English or English to Nepali translation and explain the content to the students but assessing them in English (Dearden, 2014). Likewise, (Simpson, 2017) argued that introducing EMI into school level characterized by severe resource constraints, untrained and unqualified teachers, large classes, limited time on task, etc. Moreover, the teacher participants' pointed out some other challenges to implement EMI at basic level, which are:

Lack of English language proficiency. Lack of English language proficiency of the teachers is the biggest challenge that community schools are facing to implement

EMI (Giri, 2011). Most of the teachers in community schools have never studied in English themselves, were never trained to teach in English and have been used to teaching through the medium of Nepali for years. As a result “non-English subjects, such as Social Studies and History are taught in a mixed approach but assessed in English” (Dearden, 2014, p. 26). In a context in which the pedagogy for Nepali medium instruction itself is generally regarded as flawed and has not been able to deliver good results, use of a foreign language for instruction will compound the difficulties for both students and teachers (Baral, 2015). For teachers who are not able to deliver the curriculum effectively in their mother tongue, using English to teach the same content is almost guaranteed to do more harm than good. The students are unlikely to understand the content taught in English by teachers who do not have appropriate proficiency to explain concepts in an intelligible way.

With respect to these challenges, the views of the respondents in this study were found to be contradictory. One of the respondents Rohan said that “*teachers should not have English language proficiency challenge in teaching to the children as they know more English than the young ones*”, perpetuating a myth that only limited English is needed to teach at lower levels of schooling. In contrast, data in this study reveals that the teachers themselves face difficulties in explaining subject matter in English confidently and, therefore, they frequently make use of Nepali in the classroom. Moreover, Prem expressed that “*It is not easy for us to teach in English medium because we have almost forgotten the English language and have been used to teaching in Nepali for years*”. However, 'Dipak' acknowledged teachers' initial difficulties but argued, they had now become accustomed to teaching in English saying, “*We did not feel comfortable to teach in English medium in the beginning but now most of us are gradually developing our English proficiency and confidence to use EMF*”. Whereas, when I asked whether the teachers teach exclusively in English or use Nepali as well in the class, Saraswati explained:

Half of the time, teachers use Nepali to explain the content and allow students to ask questions in Nepali but they have to write their answers only in English

because the administration tells them that they are studying in English medium and the examinations will be conducted in English medium.

Use of Nepali is also partly a response to students' needs, as one of the respondents Prem responded that "*The basic level students don't understand the content properly if it is not explained in Nepali as well as in English*". The students and teachers thus seem to have developed a practice in which studying in English medium means reading books and writing answers in English but explaining content in Nepali. Proficiency of the teachers appears, then, to be a major challenge to implement EMI in basic level of government schools while use of EMI from the early grades is also difficult due to the low entry levels of English proficiency of the students.

In basic level of community schools seem to be in a hurry to shift their medium to English in response to public pressure but have not made the required preparation such as; providing English language and pedagogy training to the teachers or arranging materials to teach in English medium prior to making the change to EMI. The twin demands of expecting the teachers to become fluent and then deliver quality education in a foreign language almost overnight seem to make the realization of high quality EMI in community schools a mere dream (Baral, 2015).

Different learner variations. Learner variation is another challenge for effective EMI implementation at basic level. In the context of Nepal, we have different languages, cultures, religions, and so on. Different people have different desire, feelings, learning style, and background. It makes variations in leaning. Similarly, it is hard to address all students variations in the classroom. Therefore, learner variations is another challenge for the EMI implementation. Moreover, in this regard, Dipak argued that:

Our learners are from different background, so they have their own variation in learning. Some of the learners are introvert and some are extrovert, some learners can understand the content in one time and some are in more than one time. Likewise, learner's personal factors, such as age, gender, ethnicity, family

background, economic status, aptitude, motivation, and their interest are also create problems in teaching and learning activities in EMI classroom.

It means that different variations of students also affect the teaching and learning because learners have their own variation in learning. In the context of Nepal, English language taken as a second or foreign language. So, second/foreign language learners vary in the rate of learning language or the level of competence they eventually attain, even though they learn the language in the same setting. This is all due to above mentioned factors involved in the foreign language learning. These factors are not dependent on language but can affect the formation, restructuring, and fossilization of second/foreign language grammars. Even in EMI classroom, teachers usually have to deal with students in groups rather than as individuals. However, ultimately learning is not learnt by groups but by individuals. Learners vary as individuals. Therefore, different learners variations are one of challenges in EMI implementation.

EMI as a utopian ideology. Despite a wholehearted adaptation of EMI, lack of resources and necessary preparations for the policy overhaul is another challenge for EMI teachers at basic level. I furthered our understanding of whether indigenous students were likely to receive the perceived benefits of EMI or it has just been a utopia for them. In my attempt to understand the challenges to implement EMI policy at basic level, Saraswati reported:

Students don't have enough English and they also don't have an English environment at home. Although, we have English-medium textbooks, we are ourselves not fully competent to understand the textbooks. Sometimes, when we force students to use English, they either switch between English and Nepali or remain silent, even when they understand the content. Likewise, most teachers also feel pressured when they need to speak in English or to teach in English-only.

Prem also noted similar experiences, as he noted,

There is no good base of English among old teachers, who have studied from Nepali-medium schools, and their level of English language is very low'. Because teachers from older generations and those who have graduated from Nepali-medium public schools lack English proficiency, some schools decided to hire private teachers to take the major responsibilities for creating environment/exposure for learning English.

Normally, teachers of non-English subjects at basic level in public schools are not proficient speakers and Nepal's Teachers Service Commission examination does not assess the English proficiency of teachers (Sah & Li, 2018). So, when these schools changed their MoI to English, they needed to hire teachers privately, meaning that the schools were responsible to manage money to pay for their salaries. The schools then had to ask parents to pay some tuition fees, which one can argue as an illegal practice. According to the Compulsory and Free Education Act (2018) of Nepal, 'Every citizen shall have the right to acquire free education up to the secondary level from the State' (GoN 2018, 10), which means that all state-funded public schools have to provide free education.

However, the development of a quasi-private system at public schools has become another example of neoliberal appropriating of the EMI policy. Asking parents from lower socio-economic status to pay school fees is also an extra burden for them. For many parents who struggle to buy enough food and clothes for their families, asking for any fees means putting extra economic and psychological pressures on them. As Thapa (2013) has shown in his study, there is a strong interrelation between parents' poverty level and the possibility for their children to remain out-of-school. Therefore, while a large portion of Nepali parents are unable to send their children to school, asking them for any tuition fees means adding another layer of marginalization and keeping the poor children out of educational access.

Furthermore, several unplanned (negative) consequences were noted at both sites because of very limited English language proficiency among both parties. There is a crisis for comprehension and English proficiency for students. Saraswati revealed that

"some children can comprehend around 60% of the content but they can't express what they have understood". She further noted "even the teachers are unable to express fully in English, so how can we expect that from our students". A similar experience was observed by Dipak, who believed that "the content knowledge is good, but they are having challenges to write and express in English. They have ideas in their mind, but they can not express them". The major problem, as he further noted, of not being able to express their understanding was "because of the lack of adequate vocabulary". While the English language, institutionalized through the EMI policy, works to silence the students' voice and kill their creativity in learning and perhaps in academic discourse socialization, it has made a cogent implication for the academic achievements of the minoritized students. This situation makes a subtle case that the minoritized children do not necessarily receive the symbolic benefits that they have hoped for via EMI.

Language promotion and linguistic human rights. Language promotion refers to the promotion of dominant language. It is the promotion of the existing status of a language. On the other hand, linguistic rights are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in a private or public atmosphere. Other parameters for analyzing linguistic rights include the degree of territoriality, amount of positivity, orientation in terms of assimilation or maintenance. Similarly, linguistic rights include, among others, the right to one's own language in legal, administrative and judicial acts, language education, and media in a language understood and freely chosen by those concerned. Moreover, it is believed that in school level, providing mother tongue education in an additive manner is a kind of respect to culture and society. However, due to the demand of global market, the linguistic dominance of English language seems everywhere. In this regard, teacher Prem shared that:

If all the people just speak standard and global language, other languages will die. When language die, the culture and the whole anthropological roots die. To keep them alive, it is essential to promote and guarantee linguistic human rights by implementing mother tongue based multilingual education.

By analyzing above statement, it can be said that it is very challengeable to preserve and promote Nepalese students native language in EMI implemented classroom. However, children have right to get education in their mother tongue in school level. Therefore, the data shows that it is better to use multilingual education for language promotion and for linguistic human rights in EMI implemented classroom of the basic level students.

Negotiating the lack of English with Nepali. EMI was primarily envisioned to be an English-only space, as Rohan claimed that "*they have created an English-speaking environment and students must converse in English after they enter the school premises*". However, it was not totally realistic as other respondents concluded that they needed to negotiate the English-only policy both inside and outside the classroom. In this regard, Prem told that:

I use about 75% Nepali and 25% English in the classroom. Sometimes, it goes to 50/50. My main intention to use 50% English is to make my students familiar with the English language and other 50% Nepali to make them understandable.

Moreover, Saraswati had a similar experience; "*when students do not understand in English, we [teachers] have to explain in Nepali*". She further noted that "*when Nepali is used in the classrooms, it provides some clues to understand the content*". It is to note that there are no institutional guidelines regarding the amount of English exposure in the curriculum. Some skilled teachers normally manage and adapt to their students' previous knowledge of English. Besides accommodating Nepali for enhanced teaching and learning experiences, a teacher used semiotic resources like pictures and students' mother tongue (although limited to one instance). It should be noted, here, that Nepali is not the mother tongue of majority of the students in the focal schools. Except for one instance and that in a pre-primary level classroom, students' mother tongues were not used.

Teachers in the EMI programme use Nepali as a default language to complement teaching and learning content knowledge. The lack of English proficiency in dealing with lessons in English only is negotiated with the use of another language, which teachers

believe helps students to understand the content. Using other languages in EMI classrooms is, in fact, a common practice in other contexts as well. For example, Rashid, Muzaffar, Dar, and Butt (2016) study in Pakistan demonstrated teachers' heavy use of Urdu (a way more than English) in the EMI classroom. Similarly, in Bhattacharya's (2013) study in India, teachers used Hindi mainly while translating English texts to convey the meaning of the texts. It is to note that like Rashid et al. and Bhattacharya, in this study, a dominant national language endowed with political legitimacy has been preferred as a supplementary language. Accordingly, it can be argued that the selection of other languages in the EMI classroom does not necessarily respond to students' linguistic human rights to receive instruction in their mother tongues or their identity maintenance but guided by the political ideology of nationalist languages.

In addition, as Prem stated:

The lack of English proficiency acted as a barrier to learning as students often struggled to demonstrate their creativity while writing answers in examinations. He further discussed that although the students sometimes showed their understanding of content knowledge, they scored lower grades because they were unable to express their understanding in English. In most cases, they tended to insert Nepali phrases and chunks in English structures while writing their examinations.

Therefore, here the findings in this section indicate two major issues. First, the English-only space is negotiated by accommodating Nepali (a national dominant language) but not necessarily students' mother tongues. Second, the flexible use of language (i.e. mixing English and Nepali), as a result of English inadequacy, which is not suitable in high-stakes examinations but, ironically, minoritized students are penalized with lower grades for writing their exams bilingually (Nepali and English). Thereby, the normative ideology of language use in standardized tests seems to negate the students' practice of using their fuller linguistic repertoire as the scholars of translanguaging (e.g. Canagarajah, 2011) strongly argue for allowing students to practice their multilingual resources, even in the written texts (Canagarajah calls such practices as code meshing).

We think it is important for policymakers in Nepal to rethink such normative ideologies in such contexts in which emergent bi/multilingual learners work around multiple languages that they are familiar with to communicate effectively.

Practices for Teacher to Implement EMI Effectively

In this in-depth interview questionnaires, the informants were asked to have their opinion on the question ‘What are the things that you think a teacher can do for implementing EMI in school effectively?’ to dig out the suitable practices that can be carried out by the teachers to implement EMI effectively in the school.

In response to this question, the informants have opined themselves with their ideas. As a whole they stated that the teacher should motivate and encourage the students to speak English language and provide the students with authentic English materials for practicing EMI effectively in the classroom. In the same way, they said that the teachers should communicate with the students in English, use English language by observing the students understanding level for better implementation of EMI. It means to say that the teacher should provide ample opportunities to the students to increase their proficiency from the very beginning of their school life.

Furthermore, Rohan stated, "*to implement EMI effectively we have to use appropriate materials and speak English frequently, be prepared before entering into the classroom and get students interacted in English*". It suggests that the teacher has to focus on the material based leaning with good preparation for the class. Similarly, he also opined that "*the teacher should use student centered method, organize IT- based teaching learning activities and focus on audio-visual materials*". So, the opinions of the informants suggested that the teacher should co-ordinate with school management, parents, teachers, and students as well and use appropriate method or techniques for the effective implementation of EMI in the real classroom.

The fruitfulness of the program can be led by the practitioners. This is also the same case with the EMI implementation at the basic level. As the informants have given their opinions on the possible practice that a teacher can carry out in order to implement

EMI effectively in the school, it is assured that he or she has a lot to do. The practitioner can firstly motivate or encourage the students to speak in English language in the school premises by creating the English friendly environment. The teacher can have the knowledge of information and technology to teach the students in English in a proper ways by searching the ideas by surfing the internet and other supporting materials. The opinions that the informants have given above suggested practitioners to use the authentic and appropriate materials focusing mainly on the audio-visual teaching learning materials with being coordinated with the other related personalities.

In the same way, the teacher should be more prepared to be the best presenter, helper, coordinator, advisor, before entering into the classroom. Similarly, the EMI practitioners have to be informed regarding the level of understanding of the students and use the language accordingly that can help him or her to implement EMI effectively. If the teachers use the student-centered method while teaching students, it can be the best method for teaching English language to the students while delivering the content. As the respondents mentioned the idea of making base of the students from the basic level, it is to be made a good base of the students from the basic level regarding English language which can be done by the teachers. Likewise, the information given by the participants here in this research study suggested that the exposure should be provided with much more concern to the students. So, a teacher can practice the above mentioned ideas to implement EMI effectively at basic level of public schools.

Chapter V

Findings, Conclusions, and Recommendations

This chapter has presented the findings derived from the analysis and interpretation of the data and interpretation of the result. The findings of the study helped me to draw the conclusions. Moreover, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

The study principally intended to examine the exiting situation of EMI, and explore the challenges faced by basic level teachers in EMI implementation at basic level. After the analysis of the collected data, the study has come up with the following major findings.

- The study shows that number of the students increasing due to the implementation of EMI in public schools. It motivates parents to send their children to public schools.
- The research findings indicate that EMI is helpful for developing communication skills.
- Most of the teachers are positive towards the implementation of EMI. They have the common belief that it is the most important language at present context and it is the cry of the day.
- Similarly, teacher participants argued that EMI enhances language proficiency of the students and it would be very much helpful for their higher study, career development, personality development, and communication, but they are not getting ample opportunity to use EMI except in the classroom.
- However, the teacher participants revealed that insufficient knowledge of English language is the main problem to the non-English teachers and also for the poor implementation of EMI.

- Similarly, due to the lack of sufficient knowledge of English vocabulary and fluency, students feel hesitation to share their ideas in the classroom even if they know about the topic.
- It was found that most of the teachers in public schools are from Nepali medium background. It becomes a major problem for implementation of EMI at basic level, especially in public schools.
- Furthermore, all the teachers claimed that EMI is the main problem to developing the students' creativity because they cannot create the new learning when they use English medium. Therefore, English medium decreases the students' creativity.
- Most of teachers said that they use audio, visual, audiovisual, and printed materials as major teaching materials in EMI classroom.
- In the same way, participants articulated that teachers are using pictures, map, diagram and sometimes websites to make students understand the context.
- On the contrary, the study shows that there is lack of support from school administration, community and governmental side to develop teaching materials for effective EMI implementation. Therefore, teachers rarely use such kind of materials. If there is need of any materials, teachers develop it themselves.
- Likewise, the participants' stories revealed that the teachers are forced to teach in EMI without prior knowledge about how to teach, what to teach and when to teach in EMI classes. Most of them are teaching on the basis of their experiences.
- It was found that the majority of the informants have less than five years experience of EMI. From this, it was concluded that EMI has recently entered into the government schools and gradually taking its place.
- The data in this research study shows that the teacher training is necessary for effective implementation of EMI in public schools. However, public school teachers do not have appropriate EMI related materials, trainings, workshops, conferences, seminars, and orientations.
- It was depicted that most of the informants were not fully applying knowledge and skills gained in the training due to lack of enough materials, infrastructure related to EMI, reference materials, orientation classes, appropriate environment,

coordination among the teachers and parents, time limitation, linguistics diversity of the students and lack of ICT based materials.

- Moreover, It was found that the public school teachers depend on internet, YouTube and dictionary for the terminologies used in EMI.
- Similarly, students are excited and motivated to learn in English but the scenario of implementation is poor.
- Identically, most of the parents do not have time to take care of their children. In addition, they do not have knowledge about English language/EMI.
- In the same way, most of the parents whom children are studying in public schools are from below poverty line. As a result, they cannot afford hiked fee and appropriate materials needed for EMI.
- However, participants shared that there is low real practice of EMI inside the classroom. It is seemed just like fashion. They implemented EMI but the reality is different.
- Moreover, it was found that students' participation in discussion is necessary to get better result. Teacher should interact with students in English medium. Teacher must solve the problems of students who are not taking part in discussion for effective implementation of EMI.
- Some of the teachers said that they use questions-answers, discussion, demonstration, pair work, group work, and individual work in EMI classroom rather than lecture method.
- The narratives of teacher participants' suggested that public school teachers are teaching/instructing non-English subjects more in Nepali medium. But it should be in English for actual shifting of EMI.
- This is evident that teacher should instruct their students in a simple way based on their level and ability. They should create clear autonomy in the classroom to encourage students to use English.
- Furthermore, participants reported that the role of teachers, parents, school administration, school management committee, community, educational planners, and policy makers are also very important for effective implementation of EMI.

- Eventually, findings of this study show that English language related trainings, seminars, workshops, conferences, etc are needed frequently to develop proficiency in English language and to implement EMI effectively at basic level.

Conclusion

The present study has critically explored the challenges faced by basic level teachers and drawn some pedagogical implications for the effective EMI implementation. English is an international medium of communication which is being used as a second or foreign language in Nepal. At present competitive world, it has taken its hegemonic status; as a result parents are simultaneously shifting to the English language. Hence, they have a great demand for the use of English language in academic institution or schools where their children are studying. Consequently, most of the public schools started to implement EMI in classroom teaching and learning in Nepal because they believe that it provides boundless opportunities for upward mobility. However, to implement EMI at basic level is really challenging work for teachers and school administration.

Moreover, this research study reveals that most of the teachers are positive towards the use of EMI in public schools because they think that English as a global language which may open the doors of success for both the teachers and students. Likewise, EMI develops language proficiency of the students and it would be very much helpful for their higher study, career development, personality development, and communication, but they are not getting ample opportunity to use EMI except in the classroom. Furthermore, only English-medium teaching creates the English learning atmosphere to motivate students to learn initiatively. Though, the sole EMI is not appropriate, in EFL context it seems difficult to implement because the data shows that while implementing monolingual policy of EMI in the classroom, students feel difficulty to understand.

Correspondingly, it is concluded that the teachers are forced to teach in EMI without prior knowledge about how to teach, what to teach and when to teach in EMI classes. Most of them are teaching on the basis of their experiences. Additionally, due to the lack of sufficient knowledge of English vocabulary and fluency, students also feel

hesitation to share their ideas in the classroom even if they know about the topic. Likewise, it is concluded that there is lack of support from school administration, community and governmental side to develop teaching materials for effective EMI implementation. In the same way, it is concluded that public school teachers do not have appropriate EMI related materials, trainings, workshops, conferences, seminars, and orientations. Even though those who have skills and experiences of using EMI, were not fully applying knowledge and skills gained in the training. This is due to the lack of appropriate reference materials, infrastructure related to EMI, orientation classes, appropriate environment, coordination among the teachers and parents, time limitation, linguistics diversity of the students and lack of ICT based materials.

To sum up, Shifting the medium of instruction from Nepali to English language in Nepalese schools has a lot of issues that needs to be resolved properly. If we see the existing situation of EMI, it is recently entered into the schools of Nepal and there are many challenges of its implementation. Therefore, to make effective implementation of EMI much concern has to be paid to the preparation, especially in government schools. Great deal of homework have to be made before putting the plan into practice. Even though, there are so many advantages of EMI implementation at basic level, it is difficult to implement due to the above mentioned problems. However, beside several problems to implement EMI, we cannot say that it cannot be implemented. There are several ways to sort out those problems/challenges. For this, the government of Nepal should take firm stance and provide support to implement EMI in school level.

Recommendations

On the basis of findings and conclusions, some recommendations have been made to be applicable in:

Policy related. For the development of any program, we need proper, reachable, and reliable planning. Making a policy is an essential for any program, because it gives the right way to the implementation. Therefore, this study includes the following points to be applicable to the policy makers.

- The study shows that there is the gap between policy and practice in EMI implementation. Therefore, it is necessary to bridge the gap between demand of parents, teachers, students, and real practice in education.
- Likewise, the data revealed that there is a lack of resource materials related to EMI. So, the Curriculum Development Centre and schools should be aware of being equipped with essential teaching learning resource materials.
- Moreover, school management committee should organize teacher training sessions, workshops, seminar, etc related to EMI regularly.
- Identically, school administration, school management committee, and educational planners should develop clear plan related to EMI before its implementation.
- In the same way, regular supervisions and monitoring should be conducted by experts and policy makers.

Practice related. Only making policies and plans do not help to implement any program effectively. For this, we have to practice that properly in the real field as well. Therefore, the major implications of the study at basic level are:

- By analyzing participants opinions and experiences, it was found that lack of English language proficiency is one of the challenges in EMI classroom. Therefore, teachers need to develop their English language proficiency for the effective EMI implementation.
- The teaching techniques to be practiced and improved from time to time.
- Furthermore, teacher is the main agent to practice the program inside the classroom, so is the case with EMI. They have to create EMI friendly environment in the classroom and school premises by using/doing different teaching-learning activities related to EMI.
- Similarly, the study shows that there is lack of materials and resources related to EMI. So, the teachers should be well- prepared, should go to the classroom with materials, use different resources and instruct in a simple language based on their ability and level.

- The study revealed that teachers use Nepali language more than English. However, it is better to use English language more in EMI scenario.

Further research related. English as a medium of instruction is widely spread throughout the world nowadays. It has become a cry of the day despite some shortcomings in it. EMI brings positive thought in teachers and ultimately create lot of opportunities for the learners. So, it can be the area of interest to many researchers, teacher educators, and ELT practitioners. This study was limited to examine the existing situation of EMI and to explore the challenges faced by basic level teachers in EMI implementation. There might be many more areas for further investigation and exploration. While doing thesis, I came across many ideas and topics to be investigated in this area. However, I have pointed out some areas as follows:

- This study was limited to Kirtipur Municipality of Kathmandu district. It would be more interesting to explore the challenges faced by basic level teachers in EMI implementation out of Kathmandu district .
- Similarly, the researcher can explore the gap between policies and practices of EMI implementation in public schools of the country.
- The researchers can compare the existing situation of EMI implementation between private and public schools.
- Likewise, the research can be conducted to explore the roles of teaching materials for effective implementation of EMI at basic level.

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Appendix 'A'
Participants Information Statement
Challenges Faced by Basic Level Teachers in English Medium Instruction
Implementation

1. What is the study about?

You are requested to take part in a research entitled “Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation” which aims to examine the existing situation of EMI and explore the challenges in implementing EMI at basic level.

I would like to request you to participate in this study because I am interested to examine the existing situation of EMI and challenges in implementing EMI at basic level.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participants in this research are voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in the study you are telling me that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

2. Who is carrying out the study?

The study is being carried by **Mr. Hayat Singh Dhami** as the basis for the degree of Master of English Education at the University campus of Kirtipur, Kathmandu. This study will take place under the supervision of **Prof. Bal Mukunda Bhandari, PhD**, Department of English Education, University Campus, Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves completing a set of in-depth interview questionnaire. This set of in-depth interview questionnaire contains a set of open ended items. These questions are based on my research study.

4. How much of my time will the study take?

It will take about an hour to complete the interview for this research study.

5. Who can take part in the study?

Except Nepali subject teacher, all the teachers from those schools where EMI has been implemented in Kathmandu can take part in this study.

6. Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your participation in the study will not harm in your career, future or in your personal life. It will help to explore the challenges in implementing EMI at basic level. You are free to withdraw from the study. Participating in interview is an indication of your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Besides from your time investing to response open in-depth interview questionnaire, there will not be any risks or costs as about the associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you to examine the existing situation of EMI at basic level. Similarly, it will help you to explore the challenges in implementing EMI at basic level.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant's information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. The finding of the study may be published, but you will not individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like to have further information about the study?

If you would like to know more at any stage during the study, please feel free to contact **Mr. Hayat Singh Dhama** (hayatsinghdhama074@gmail.com).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U., Kirtipur, Kathmandu. As part of this process, I have agreed to carry out the study according to the Ethical consideration.

Appendix 'B'
Consent Form

Dear informant,

My name is **Hayat Singh Dhimi**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu.

I am doing my research entitled **Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation** under the supervision of **Dr. Bal Mukunda Bhandari, Professor**, Faculty, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use open in-depth interview tool with basic level teachers who are using EMI in their classroom for teaching. I will conduct the study with those who are willing to participate in unstructured open in-depth interview. The purpose of my research is to examine the existing situation of EMI and to explore the challenges in implementing EMI at basic level. The interview will take around an hour. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Name:

Signature:

Mail Address:

Date:

Appendix 'C'
Questionnaire for Basic Level Teachers

Dear respondents,

This in-depth interview questionnaire has been prepared to complete a research work entitled “**Challenges Faced by Basic Level Teachers in English Medium Instruction Implementation**”. It consists open ended items. Please read each instruction carefully and response. The results of this narrative inquiry will be used only for research purposes, so please give honest answers. I value your response and thank you in advance for your time and honesty.

Researcher

Hayat Singh Dhami

Department of English Education

T.U., Kirtipur, Kathmandu

Email: hayatsinghdhami074@gmail.com

In-depth Interview Questions

- 1) Has EMI being implemented at basic level in your school?
- 2) Why has your school implemented English as a medium of instruction?
- 3) What is the existing situation of EMI at basic level?
- 4) Do you think that EMI is an effective way for quality education?
- 5) Which techniques do you use while teaching through EMI in the classroom?
- 6) What are the benefits do you think having English as a medium of instruction?
- 7) What are the challenges of implementing EMI at basic level?
- 8) How teachers can overcome from such challenges?
- 9) What do you think about the teacher's role in effective implementation/ practice of EMI at basic level?
- 10) Is there any support from parents and community to implement it?
- 11) Does your administration support in implementing of EMI? How?
- 12) Are students really motivated to learn through English as a medium of instruction at basic level?
- 13) How can effective implementation of EMI be achieved in basic schools?

Appendix 'D'
Interview Transcript

Teacher Saraswati (pseudo name)

Interviewer : Good morning Ma'am. I hope you are fine and healthy!

Interviewee : Good morning sir. I am fine and I hope you are also fine!

Interviewer : I am also fine Ma'am. Thank you. I would like to welcome you in this interview session for my thesis. I hope you will share your experience openly, which makes my research worthy.

Interviewee : Thank you sir. I will try my best to share my experience.

Interviewer : I guess your experience is interesting. Could you please share your educational background ?

Interviewee : It is me Saraswati Bist (Pseudo name). I am a permanent residence of Far-Western of Nepal. I was from poor family. However, my parents are literate so they guide me to study when I was a child. Following this, I have a Master's degree in Education from Tribhuvan University. Now, I am a basic level teacher of Social Studies.

Interviewer : Oh, that is great! I appreciate your hard work.

Interviewee : (Smiled)...thank you.

Interviewer : Ok, how many years you have spent in teaching profession?

Interviewee : I have been teaching for ten years.

Interviewer : Do you know about EMI?

Interviewee : Yes, I am familiar with this term (EMI).

Interviewer : Is EMI being implemented at basic level in your school?

Interviewee : Yes, our school has started to implement EMI before five years ago. It can be seen as parents have much demand to learn English. They want their children to learn English better. Similarly, they want their children be expert in English. However, first couple of years we implemented EMI just in Primary Level and then we implemented this at Basic Level. Now, due to demand of parents and society, the school is thinking to implement EMI at Secondary Level.

Interviewer : Does your school implement EMI in all subjects?

Interviewee : Yes, except Nepali, we have implemented EMI in all subjects from grade one to eight.

Interviewer : Why has your school implemented English as a medium of instruction?

Interviewee : Our school has decided to implement the EMI policy because people perceive EMI as a symbol of quality education and a maker of being competitive. The government has given us choices. Schools can teach either in Nepali or English or in both medium. They can also teach in mother tongues in the early grades. But our school has chosen English medium. We believe that EMI policy helps to minimize the gap between private and public schools. If we have the same policy, parents do not have to send their children to private schools for English medium education. Likewise, there is a strong pressure from parents to introduce EMI in our school as well. Since English is an international language, it is important to teach the students in English medium so that they have good proficiency in it. This will help them get better opportunities, not only inside the country but abroad as well.

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

Interviewee : Implementation of EMI does not indicate you are providing quality education. Quality education depends on quality of teachers, how much they can deliver the content effectively in the classroom. However, I believe that EMI generates stimulus among students and teachers in our teaching-learning process.

Interviewer : Can English globalize the world?

Interviewee : Yeah, actually at one hand it can globalize the people, language, culture or education of the world but it can be seen that it can marginalize the other education, language, culture and people of the world, at the other.

Interviewer : What is the existing situation of EMI at basic level?

Interviewee : English language has spread its coverage in almost all sectors and fields all around the world. It is not only the language of one specific land or territory. It has covered almost every space and portion of knowledge in the present day world. This is why, we implemented EMI in our school.

Consequently, the number of students are increased and parents started to see their child bright future. On the contrary, in school level, implementation of EMI became a utopian ideology till now. Where everything looks perfect but the reality is different. We need to improve in so many areas to implement EMI properly.

Interviewer : Does EMI develop the students' creativity?

Interviewee : I do not think, implementing EMI in non-English classroom develops the students' creativity. In the context of Nepal, English is used as a foreign language. We do not have English proficiency like native speakers. Therefore, students feel hesitation to explore their ideas in English language and become silent which is not really good for the students' creativity. This is the reason, EMI does not develop students' creativity.

Interviewer : Which teaching techniques do you use while teaching through EMI in the classroom.

Interviewee : The teaching session will be successful with the selection of teaching methods and techniques that can have a profound impact not only on the understanding of students, but also affecting and touching their heart. Hence, selection of an appropriate technique is the best way for the proper implementation of EMI. That is why, I like to use discussion technique while teaching through EMI. It gives more time to the students to talk in English. Similarly, I use pair work, group work, different types of gaming activities to develop active participation and language proficiency of the students in EMI environment. Furthermore, sometime I use question-answer technique as intended to detect the level of understanding of the students, and encourage students to explain information clearly.

Interviewer : Ok, does English medium really develops the proficiency of the students and teachers?

Interviewee : Yes, I strongly believe that English medium develops the proficiency of the students and teachers. Because EMI creates the English environment in the classroom where both (students and teachers) have to use English language to deliver and discuss the content with each-other.

Interviewer : Sometimes we hear that EMI has been launched to bridge the gap between the public schools and private schools, is it true?

Interviewee : Yeah, in some stance, EMI has been launched to bridge the gap between the public and private schools. However, learning only English language not the sign of intelligence.

Interviewer : Are students really motivated to learn through English as a medium of instruction at basic level?

Interviewee : Yes, most of the students are highly motivated to learn in English medium. Moreover, they are getting chance to learn like private schools where English language is given priority in their teaching-learning process. In addition, after implementation of EMI, their effort for learning is increasing day by day. Students and their parents are happy after using EMI.

Interviewer : So, what are the benefits do you think having English as a medium of instruction?

Interviewee : I think English is a better language for communication, especially in language diversified classrooms like in our context. If we have English language ability, we can communicate globally and we can compete with them as well. Similarly, it develops language proficiency of the students and it would be very much helpful for their higher study, career development, personality development, abroad study, etc. Moreover, implementation of EMI reduces the gap between private and public schools and increase students enrollment in public school every year. Additionally, there are lot of advantages to implement EMI, however, its implementation is very challengeable at basic level.

Interviewer : Ok, you mentioned, EMI implementation is very challengeable. So, what are the challenges of implementing EMI at basic level? Please explain briefly.

Interviewee : I believe that there are lot of challenges for implementing EMI at basic or school level. One of the challenges that teachers and students are facing in EMI classroom is lack of English language proficiency of the teachers and

students. It is the biggest challenge that community schools are facing to implement EMI. Most of the teachers in community schools have never studied in English themselves, were never trained to teach in English and have been used to teaching through the medium of Nepali for years. As a result non-English subjects such as Social Studies and History are taught in a mixed approach but assessed in English. Similarly, our learners are from different background, so they have their own variation in learning. Some of the learners are introvert and some are extrovert, some learners can understand the content in one time and some are in more than one time. Likewise, learner's personal factors, such as age, gender, ethnicity, family background, economic status, aptitude, motivation, and their interest are also create problems in teaching and learning activities in EMI classroom and its implementation. Moreover, lack of support from school administration, community and governmental side to develop teaching materials for effective EMI implementation is also create challenges to implement EMI at basic level.

Interviewer : Does EMI is really a challenge for making students understand the content or not?

Interviewee : No doubt, EMI is a challenge for teachers to make their students understand about the content. This is why, because students are from different background and their understanding level are also different. Therefore, teachers face problems/challenges to make their students understandable the text or content.

Interviewer : What problems do you face while students do interaction?

Interviewee : Classroom interaction is one of the important part of teaching-learning activities. However, after implementation of EMI in public schools, all student cannot interact in English language due to lack of their English language proficiency. They feel shy and hesitation to explore their ideas and content knowledge with their teacher and friends, which decrease students' creativity, performance, and progress in the classroom.

Interviewer : Ok, you shared some challenges to implement EMI at basic level. Now, how teachers can overcome from such challenges and implement EMI effectively?

Interviewee : English language related trainings, seminars, workshops, conferences, etc are needed frequently to overcome from such kind of challenges, and to implement EMI effectively at basic level. Additionally, sufficient materials, infrastructure related to EMI, reference materials, orientation classes, appropriate environment, coordination among the teachers and parents, time flexibility, group work, pair work, extra activities, and ICT based materials are also very important to solve EMI related problems in the classroom. Furthermore, the role of teachers, parents, school administration, school management committee, community, educational planners, and policy makers are also very important for effective implementation of EMI.

Interviewer : What do you think about the teachers role in effective implementation/practice of EMI at basic level?

Interviewee : There should be much more exposure of English in the classroom and English zone should be created inside and outside the classroom. Teachers can use audio, visual, audiovisual materials as well as they can show real objects, pictures and so on to teach meaning without translating into Nepali language. In the similar vein, teacher can encourage the students in self-learning environment and use the English in the classroom. So, the EMI can implement effectively. Likewise, teachers can build good rapport and friendly relationship with the students so that the students feel free to share their ideas with the teachers even in broken English and the teachers can activate the learners.

Interviewer: Is there any support from parents and community to implement EMI?

Interviewee : In the past, there is a strong pressure from parents to introduce EMI in our school. They (parents) believe, since English is an international language, it is important to teach the students in English medium so that students have good proficiency in it. As a result, we introduce EMI policy, and now,

parents are happy. Similarly, we are getting support from parents and local community to implement EMI policy in school level. We do teacher-parents meetings and discuss regularly with local community to know about their perception regarding EMI. Moreover, parents are happy to support us by their positive suggestions and showing trust on us.

Interviewer : Did you get any opportunity to take part in teacher training, seminar and workshop related to EMI?

Interviewee : Not really, we hardly get any chance to participate in such professional development activities. The school rarely provide such kind of opportunities to us. Most of us are teaching on the basis of our experiences. However, sometime, school organizes teacher-staff meetings, teacher-parents meetings, and extra learning activities. But these meetings and extra activities does not show proper result till now.

Interviewer : How can effective implementation of EMI be achieved in basic schools?

Interviewee : English language related trainings, seminars, workshops, conferences, etc are needed frequently to create EMI environment and to implement EMI effectively. Likewise, the role of teachers, parents, school administration, school management committee, community, educational planners, and policy makers are also very important for effective implementation of EMI.

Interviewer : Thank you for your time and sharing!

Interviewee : It is my pleasure to share my experiences.