

# **HEAD TEACHERS' PERCEPTIONS ON ENGLISH AS A MEDIUM OF INSTRUCTION IN COMMUNITY SCHOOLS**

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

**Submitted by  
Radhika Karki**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2021**

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2021**

**T.U. Regd. No.: 9-2-278-1164-2011  
Fourth Semester Examination  
Roll No.: 7228592/073**

**Date of Approval of Thesis  
Proposal: 06/08/2019  
Date of Submission: 01/03/2021**

## Recommendation for Acceptance

This is to certify that **Ms. Radhika Karki** has prepared this dissertation entitled **Head Teachers' Perceptions on English as a Medium of Instruction in Community Schools** under my guidance and supervision.

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## Declaration

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

Date: 24/02/2021

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**RadhikaKarki**

# **Dedication**

Dedicated to

My parents

## Acknowledgement

First and foremost, I would like to express my sincere gratitude to my thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education for his invaluable advice, supports, supervision and incredible guidance throughout this study. His guidance helped me all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my M.Ed. study.

Similarly, I am obliged to my external examiner **Prof. Dr. Chandreshwar, Mishra**, Reader, Department of English Education, T. U., Kirtipur, Kathmandu, for his constructive suggestions and corrective feedback at the final viva of my thesis. In the same way, I am also obliged to **Dr. Ram Ekwel Singh**, Reader, Department of English Education T.U., Kirtipur, Kathmandu, for his constructive suggestions at the final viva of my thesis. Likewise I am also obliged to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur for his constructive comments, suggestions and recommendations during the viva of proposal.

I would like to express my deepest gratitude to the faculty members of Department of English Education **Prof. Dr. Anjana Bhattarai, Dr. Ram Ekwel Singh, Dr. Madhu Neupane, Mr. Ashok Sapkota, Mr. Laxmi Prasad Ojha, Mr. Guru Prasad Poudel and Mr. Khem Raj Joshi** for their academic guidance, suggestions, positivity and encouragement during this beautiful journey.

I am indebted to my father **Mr. Khadga Karki** and family members who taught me the real meaning and importance of education. My deepest gratitude is expressed to **Mr. Bhim Karki** who always made me cheerful, gave unflagging supports and kept my hopes alive. In the similar vein, my special thanks go to my friends **Sreejana Chamling, Sharmila Dhital, Rozu Rai, Gita**



**Shrestha ,Narayan Thapa**and others for making my journey fantastic and memorable.

I specifically thank the respondents of this study for being an important part of this journey. Furthermore, I would like to thank to all the faculties and non-teaching faculties, Department of English Education for their direct and indirect support during the venture of this study.

**Ms. RadhikaKarki**

## **Abstract**

This is a study on **Head Teachers' Perceptions on English as a Medium of Instruction in Community Schools**. The main objective of the study was to explore Head Teachers' experiences on EMI in the Community Schools. Narrative inquiry was adopted as a research design. The population of this study were all the Head Teachers of the Community Schools of Kathmandu district. The sample of this study consisted of four Head Teachers of the Community Schools of Kathmandu district. Purposive non-random sampling procedure was adopted for the selection of sample population. The study was based on both the primary and secondary sources of data. The collected data were transcribed, coded and analyzed thematically.

The findings of the study showed that being the lingua franca of the world, English has got supremacy everywhere. However, there are many hindrances to implement EMI; lack of proficiency in teachers, lack of teaching materials in the schools, lack of background of English in children. So, the Head teachers are conducting in-service training programmers, workshops, bridge courses. Teachers are closer to students to understand their personal problems and other problems. And here both English and Nepali languages are used as medium of instruction. I found encouragement and motivation were the essential factors for the progress of the students. Head teachers are active in schools they are leading school with good manner, their guidance and counseling are important for the students. But there was gap between perception of Head Teachers and actual practices in the classroom. It was found that all the teachers were not very much dedicated and attachable with students. Similarly to play game in the school there were not enough playing resources which are needed to healthy brain development. In the starting phase to apply EMI was not easy it's hard to convince parents, students and teachers as well. But with changeable times parents are demanding effective implementation of EMI in the Community schools of Nepal.

This thesis consists of five chapters. The first 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 operational definitions of the study. On the other hand, the second chapter deals with the review of related theoretical literature, review of the related empirical literature, implications of the study and conceptual framework. Similarly, the third chapter deals with the design of the study, population, sample and sampling strategies, sources of data (primary and secondary).Data collection procedure, data analysis procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of the results and the fifth chapter consists of the findings, conclusion and recommendations. The last section of this research includes the references and appendices.

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## **List of Symbols and Abbreviations**

CDC	:	Curriculum Development Center
EFL	:	English as a Foreign Language
EMI	:	English Medium of Instructions
INGOS	:	International non-governmental organizations
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
NGOS	:	Non-governmental organizations
Prof.	:	Professor
SSRP	:	School Sector Reform Plan
VDC	:	Village Development Committee

# Chapter I

## Introduction

This is a study on **Head Teachers' Perceptions on English as a Medium of Instruction in Community Schools**. In this Study, the researcher attempts to identify Head Teachers' perceptions on English Medium Instruction in Community Schools. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, and rationale of the study and operational definitions of the key terms.

### Background of the Study

The medium of instruction is the language used in teaching. It is used to facilitate the students with content knowledge. The move towards English medium education is having a number of long-term consequences. First, it accelerates and broadens the second language use of English in both developed and developing countries, creating a constituency of school/college graduates, many of whom come to use extensively for communication. So, paradigm shift is on the rise and has had successful significant impact in some regions worldwide. Ahmed (2013) argues that medium of instruction is the language that is used inside the classroom for instruction by the teacher. It is not necessary to use the official language or the primary language of the country as the medium of instruction. Nowadays, in many international educational contexts, there is rapid growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks other languages. In the present situation, English is taken as a global language and also a lingua franca. Manivannan (2006, P. 12) says, "It is the official language of air transport and shipping, the leading language technology, computers, and commerce; and a measure medium of education, publishing and international negotiation". Therefore, English has been a medium of existence for human being and has colonized relation from different aspects to the pedagogy as well.

According to Curriculum Development Center (CDC) (2007), “the goal for learning English in Nepal has been to gain access to rich body of knowledge available in English”. As a result, in order to provide quality education, bring all children at school and make person proficient in communication, government has brought the policy of EMI in community schools. We can see most of the parents are eager to provide education in English language for their children. In a Nepali context, Educational Act 1971 of Nepal had made the provision related to the medium of instruction and instruction can be as a Nepali language or English language or both whereas School Sector Reform Plan (SSRP) (2001-2015) suggested, instruction should be in mother tongue from grade one to three. But nowadays most of the public schools are making the medium of English to teach academic subjects because of a demand of the community. Dearden (2014, P. 2) defines EMI means the use of English language to teach academic subjects in countries or jurisdiction where the first language (L<sub>1</sub>) of the majority of the population is not English. According to Huong and Van, “The argument for establishing the programs of EMI is that it will improve the quality English learning, when English learning is directly linked to content” (Vu & Burns, 2014, p. 9). Using English language to deliver subject matter, it does not especially focus on language teaching even though often the underlying rational for using EMI is to improve students’ language skill while content is being delivered.

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. There is no doubt that EMI is associated with socio-economic realities that English language is largely needed for global employment and higher studies. English language teaching is increasingly embraced as an important aspects of educational reforms in developing countries, local challenges, (lack of)resources, and pedagogical practices are often overlooked. Public school are adopting the EMI policy to help students’



develop their English language proficiency'. The trend of sending children to English medium school and college has begun as English medium today in Nepal. We can see, instruction in English started by most of the school at rural and urban areas. We can commonly observe in the educational context of many developing countries in Asia and Africa, teaching and learning of English has often been linked to economic prosperity, development and access to rich body of knowledge available in English. But the government may have a certain trend and system in choosing medium of instruction. It may be based upon the need, interest and context of stakeholders. EMI has substantial implication for staff requirement and mobility often academics and raises the fundamental questions of a new professional order in education, where the role of language will occupy confer stage.

Teaching and learning of English has often been linked to economic prosperity and development of country. So, using English in the classroom is beneficial for students because they get to hear English and they know how the language is used in real life communication. That's why learning, understanding, and being able to speak English opens a world of opportunities, especially in the globalized economy of today. Using EMI in the classroom will improve the quality of English, students can talk in the global context, students can translate their mother tongue into English etc. However to imply EMI in classroom is really challenging job in Nepal. For the both teacher and student, speaking English outside the classroom is the hesitation and difficult matter in the local context. The Head teacher looks to the instructional work of the school including construction of curriculum, preparation and distribution at syllabus, work distribution among the staff, allotment of co-curricular duties, construction of the time schedule and the school calendar. However they are doing their best to implementation of EMI.

## **Statement of the Problem**

English as a medium of instruction is the use of English language for instructional activities. Regarding the policy provision of medium of instruction (MOI) government has brought the new MOI policy which is flexible; school can choose English or Nepali to EMI. At present, English is not being only the fashion but also the need of the day. Each parent wants to hear their children speaking English and even most of the individual wants to speak English language. As a result significant numbers of the English medium instructional schools have been established at rural and urban areas. It is seen that public school are shifting towards EMI in order to make the learner proficient in English language for provided them with quality education and to complete with private schools. So, EMI is wide spread now the move has been criticized by educationists, and psychologists who state that it is not the solution to an already ailing school education system. They argue that use of a foreign language to teach basic concept of science, numeracy and literacy in the early grades is detrimental to the cognitive development of children in the long run. However, to implement EMI in Nepalese context is not easy task. It requires the excellent teacher appropriate and adequate materials in English language and active teachers as well as students. Only to implement the policy of EMI is not the success of EMI, there should be appropriate practices and positive result but government as not being concerning about the real use of EMI in actual classroom, its effects to the teachers and students and teaching methodologies. They only concerned about the superficial reality beyond the classroom realities. They have not been observing effectiveness of using EMI, the teacher qualification teaching resources and learning outcome of students. In the name of implementing EMI, government and many other NGOs and INGOs have been investing lots of money and resources which have not been seems using appropriately. On the other hand, parents are also happy to send their children in English medium school but they do not aware about the classroom pedagogical reality. So, it is important to consider the real use of

EMI in public school for discussion in this research work. I found the days before, the medium of instruction was focused in Nepali language specially primary level but nowadays, English language is using in every school as medium of instruction. It seems that the flow of the students is very high in the private school or as many public school are merging. So, what is seen is that public school are shifting towards EMI mainly to complete with private school and to reduce the gap between public and private school. Therefore, I was keen interested to carry out qualitative research on EMI. Moreover, I conducted qualitative research by adopting narrative inquiry research design in order to collect the experiences of Head Teachers' regarding EMI in Community schools and its practices in Community schools.

### **Rationale of the Study**

This study is significant for the learners and others those who are engaged directly or indirectly in teaching learning activities. This study is really helpful and fruitful in the Nepalese context where English language is not as a mother tongue.

This study is significant because it aims at findings out the merits and demerits of using English as a medium of instructions in such types of community schools. It also aims to finds out changes in teaching. Learning situation, progress of students and attitude of teachers toward it. This study is useful to all the people who are in the field of language teaching and learning. This study also may help the expert, textbook designers, syllabus designers, etc. and school management committee, headmasters, teachers and learners also benefited from EMI. Similarly it provides some benefit to concerned authorities textbook writers, language planners, curriculum designer, methodologists and those who are directly or indirectly involved in teaching.

Mainly the study is expected to be useful to the students and teachers who have been teaching and learning through EMI at school level because the

findings of study have clearly explored how English is being used as a medium of instruction in classroom, what types of pedagogical materials and methodologies the teacher have been adopting to make students understand the content in English. The teachers also got chance know new strategies and materials to teach learners in English. Moreover, they are aware about impact of English in the present era and also about the challenges and opportunities of EMI program. They also got the opportunity to reflect, evaluate and improve their own teaching and could create new teaching methods and strategies to teach.

### **Objectives of the Study**

The objectives of this research were as follows:

- i. To explore the Head Teachers' perceptions on English Medium of Instruction in community schools.
- ii. To find out the gap between perceptions and practices of English Medium Instruction.

### **Research Questions**

The research questions of my study were as follows:

- i. What are the perceptions of Head Teachers' on English Medium Instruction in the community schools?
- ii. What are the current practices of English Medium Instruction in the Community schools of Nepal?
- iii. What is the gap between perceptions and practices of English Medium Instruction?

## **Delimitations of the Study**

The research was delimited to the community schools' Head Teachers of Kathmandu district and the respondents were the Head teachers of community schools of Kathmandu district. The study was delimited to find out English as a medium of instructions in community schools. The sample size of the study was limited to four Head teachers of the community schools and respondents also were the four Head Teachers of community schools in Kathmandu district. The research tools was used as an in-depth interview.

## **Operational Definition of Key Terms**

In my study, the following terms were used as the key terms with the given specific meaning:

**Community Schools-** In this study, Community schools are those schools that get grant and run by local governments.

**English as a Medium of Instruction (EMI):** It refers to the use of English language as an instruction to teach academic subject in community school of Nepal where English is not first language.

**Head Teachers-** In this study, Head Teachers are most senior teachers and responsible leaders of the community schools.

**Medium of Instruction (MOI):** Language use to teach academic subject that may or may not be the national or official language of the nation. In this study the term 'medium of instruction' refers to the language used in teaching of Nepalese schools.

## Chapter II

### Review of Related Literature and Conceptual Framework

This chapter consists of the discussion on review of related Theoretical Literature, Review of Empirical Literature, Implication of the Review for the Study and Conceptual Framework.

#### Review of Related Theoretical Literature

The literature in this chapter gives a brief explanation about some theories that support this research. The theories are related to medium of instruction, its importance and current practices in community schools. So, this chapter aims to provide some theoretical background of the study thematically.

**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. The language researcher (Graddol, 2004, p 47) predicts that the global spread of English will lead to serious economic and political disadvantages in the future in the UK unless plans are put in place immediately to remedy the situation. Further, Graddol concludes that monolingual English graduates face a bleak economic future as qualified multilingual young people from other countries are providing to have a competitive advantage over their British counterpart in global companies and organizations. 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”. Medium of instruction is the powerful means of maintaining and revitalizing a language and a culture. It is the most important form of inter-generational transmission.

In addition, Qorro (2006) argues the role of language as instruction can be linked to that of pipe in carrying water from one station to another or that of a copper wire in transmitting electricity from one station to another. Just as a pipe is an important medium in carrying water, and a copper wire an important medium for transmitting electricity. 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. So, the medium of instruction has always been a key issue among educational institutions across the world.

**English as Medium of Instruction.** Generally, English medium refers to the conducting of teaching and learning activities in English. According to Lindsey (2012) “Imposing English...has been an injustice to the students and to the Arabic language. Every country is proud of its language and applies it in its national and sometimes even international activities. Expect us!” So English language should be in favour of learners: English language shouldn't be a type of imposing language in the case of Arabic language learners. However, the period of globalization English language applies for different activities across the world. Similarly, Hult (2007) reported that in a city in Sweden, student teachers and their instructors found ways to navigate around the hierarchies embedded in official language policy and treat multilingualism as a resource. So students, teachers, and instructors have found a better way to reach their destinations and they are getting a better chance to develop their multilingual skills too. Curriculum Development Center (CDC) is also playing a great role to foster English education, therefore, most of the public schools are nowadays starting their instruction in English medium. Therefore, English has been unquestionably the medium of instruction in the education. It has continued to be the medium of instruction in the teaching of English as a subject. However, Malla (1977) mentions that when the great master plan The National Education System Plan (NESP) (1971-1976) was implemented, a drastic change has been brought in the system of curriculum, textbooks, syllabus and examinations from primary to the university level of education. First the plan reduced the weight

of age English courses (from 200 marks to 100) set up by earlier system second it reduced the credit hours of English from 15 to 10 from high school to university level. Despite of modification of English policy. English language no longer made English as compulsory school subject but it made English as optional one. English at present not only has become a language of communication between sectors or groups but also interacts with local language through code mixing and code switching. Similarly, Giri (2010) English is a school's subject from grade one and is reported to have increased its status as a bridge between the social divide and means for upward social mobilities.

**Use of English as Medium of Instruction.** English is considered as a foreign language for the speakers, it is taught as a school subject. In earlier decade, the purpose of English in Nepal is to give students a foreign language competence that may be used to listening radio, to understand dialogue in the movies, to use language for communication. In recent days, English has taken a new dimension in the higher Education of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned school and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and colleges has begun as English medium today in Nepal. Because of it, students who read in community schools are decreased and students in private English medium schools are increased. So, we can see some the community schools are nowadays started their instruction in English medium. The government policy is silent in this case. The government does not tell anything to its school. But some the schools are closed because of the lack of students mainly from the poor family background. Mostly this happens in urban area. In the private schools and colleges today, Nepali is taught as a subject. Mainly, English is used as an instruction in three forms. English is used for instructions as mother tongue. English is used for instruction as a second language and English is used for the instruction as a foreign language.



**EMI in Community Schools of Nepal.**EMI has become a pressing contemporary issue in non -English speaking countries around the world. In the words of Dearden (2014), it is a global phenomenon. While talking about our country, 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. Many people are now showing concern about EMI, its implementation and effectiveness in community schools of Nepal. English has the treasure of knowledge available in the world. So it is desirable to use EMI in the schools of Nepal.

The teaching of English is a feature of policies and practices in education systems around the world. Milligan and Tikly (2016) argues that almost all low- and middle-income , postcolonial countries now use English or another ‘global language’ as the medium of instruction at the secondary and tertiary level. An increasing number use English language as a medium of instruction in the latter stages of primary schooling and at pre- school levels although it is not the mother tongue for the majority of learners (p.277). So, we can understand that English is a kind of crazy language all over the world. Similarly, Dearden (2014,p.1) writes: 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 primary schools. A study of Hamid (2013), who examined medium of instruction policies in ten Asian countries, conclude that implementation is “fraught with, difficulties and challenges”. In this regard Vu & Burns (2014) observe the main challenges the EMI lectures are facing are “language proficiency problem, language diversity, pedagogy and lack of resources availability.

It is true that English language is a needed language .English is the most widely spoken language in the history of our planet, used in some way by at least one out of every seven human beings around the globe. Half of world’s

books are written in English and the majority of international telephone calls are made in English and many books are translated in English so, students can solve various interesting tasks in order to develop their thinking skills and their English vocabulary. That's why English language is needed for English medium instruction in community schools.

**Challenges of Implementing English as a Medium of Instruction in Community Schools of Nepal.** English is a great demand of Nepal at present because it has become as a gateway economic prosperity, an inevitable for individual and social empowerment, a passport to cross the boards, window to look at the world and it is a language of adjustment.

There are the various problems and challenges can be seen and analyzed in our surrounding such as lack of trained teachers, appropriate materials, and textbook, appropriate policy provisions and so on. Despite of many implementation problems, government has been implementing. EMI in Nepal according to Vu and Burns (2014, p.8) "such as shortage of qualified teachers, incomprehensive curricula, and lack of differentiation in tertiary programs impacted language teaching". Furthermore, Dear dean (2014) found in 83% of the countries where EMI courses are taught, the lack of qualified teachers was a large complaint with serious implication for teaching quality.

Teachers themselves facing the problem to teach in English because of teachers' own inability, lack of pedagogical knowledge and low English language proficiency. Sometimes teacher's use of English as a medium of instruction frustrates the students learning efforts instead of facilitating them. In this regard Vu and Burns (Ibid. p, 17) state that in EMI situations, it seems that pedagogical challenges intertwined with language challenges intertwined with language challenges exacerbate the classroom teaching situation. According to Vu and Burns, (ibid, p.16) "the diversity of students learning styles and personalities also challenged teaching". Moreover, there are the well-known practical difficulties with education

through the mother tongue. So, government should bring bilingual based communicative approach to instruct students. Government should also provide training and skill to the teachers for supporting learning of students through an analytical understanding of language related barriers. Barnard & McLellan (2013) also argue that inappropriate EMI pedagogy and code as switching or translanguaging are also key challenges in EMI class. Because of the various reasons the rapid spread of EMI does not imply immediate success. A recent study of Hamid Nguyen, Baldaur Jr. (2013), examined medium of instruction policies in ten Asian countries, conclude that implementation is “fraught with difficulties and challenges” (p.11). So, the shortage of qualified trained teachers adequate teaching material, internet access, training for teacher, inappropriate government policy and student’s linguistics, cultural, social, economic diversity can be noticed as a great challenges.

## **Review of Empirical Literature**

Few research works have been carried out on “English as ad medium of instructions in the department of English Education”. These importance of English and benefits of English in the context of Nepal. The review of these works has been presented as follows:

Aryal (2011) carried out a research on ‘Speaking Proficiency of Eight Graders of Private and Public Schools’ with the aim to find out the speaking proficiency of the students of Grade Eight and to compare the speaking proficiency of the students of grade eight of public in terms of pronunciation, accuracy, fluency and vocabulary. The sources of data for this study were both primary and secondary. The primary sources of data were students of grade eight of private and public schools. The study was limited to Nawalparasi district. The researcher used simple random sampling procedure and selected six schools: three public and three private schools. Ten students from each school were selected and the magnitude of the sample population was sixty students only. The main tools for collecting the data were the test items. The

responses were tape recorded and the nature of tasting was completely oral. He found that students of private schools have comparatively better speaking proficiency than students of public schools.

Dhakal (2016) carried out a research on “English as a medium of Instruction (EMI) in the government aided school; Teachers’ Perceptions and the use “ to find out the teachers perception about EMI along with the current situation of using EMI in the government aided school. The research was based on survey research design. Data were collected purposively from 40 English teachers of four lower secondary and secondary level government schools of Dhading district. According to him medium of instruction plays vital role in learning. He found that teachers re interested in EMI and they believed that English as an instruction in school brought change in teaching because it helps student develop reading, writing, listening and speaking skills. He also found that English use as an instruction in public school made students brought high motives in learning. However, he found that most of teachers are unsatisfied of teacher training and availability of teaching materials. So, he suggested that the government should provided the teacher training and other teaching materials to develop the English as the medium of instruction. However, hisresearch study did not encapsulated the real use of EMI in classroom and this study was also limited to teacher’s perception towards EMI. Hence, this study attempts to find the real use of EMI in real classes along with teachers and students perceptions towards EMI.

Bhusal (2017) conducted a research on “Implementation of English as a medium of Instruction; non English teachers’ perception”. The main objectives of this research work was to explore the existing situation of English as a medium of instruction applied by the non-English teachers at the community school in Kathmandu district. This research was based on survey research design. Data were collected from thirty three non-English teacher from community schools of Kathmandu district by using questionnaire. The finding of research study was that the existing situation of EMI was not favorable in

terms of training materials, and language proficiency and orientation classed to the non-English teachers. It also found that teacher have positive attitudes towards. EMI and its implementation due to the global needs and demand of English. It was found that EMI is useful for teaching learner and preparing them for higher education and carrier development. However, the researcher concluded that shifting the medium of instruction that need to be resolved properly and to make effective implementation of EMI much concern has to be paid to the preparation of community schools.

Neupane (2017) carried out a research work on “Parents’ perceptions on English as a medium of instructions in public school of Nepal” find out the parents’ perception towards the use of EMI in public school. His research was based on survey research design where he used non-random sampling procedure. Data were collected from 30 parents from public school of Taklak VDC of Parbat District by using interview. He used both primary and secondary sources of data. He applied non-random sampling procedure. For this he selected available 30 parents. The interview schedule was used as research tools. He collected information from the parents. The information was analyzed and interpreted descriptively, i.e. qualitatively and quantitatively. Parents state that it is essential to adopt English medium instruction in public school in Nepal. However, in research work he found that there are difficulties to implement EMI at government added school because of various problems such as lack of education, background of parents, financial problems and so on. He concluded that teachers should be well prepared for it in their school.

Similarly, Gaire (2017) conducted research on “A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of English Medium Instruction”. The main objectives of this research work was 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 program. Similarly she attempted to explore the reasons that forced them to quit the EMI program. The research was based on

qualitative research design. She used non- random sampling strategy. Data were collected from a public school of Baglung district that implements EMI for five years (2067-2071 B.S) and quited from the year of 2072. In her study she found that the school wanted to implement to EMI to stop the flow of students towards the private schools, to bridge the academic gap between the children of rich and poor family. Moreover, she found that EMI was implemented without making any change in usual condition which was the main reason to quite EMI in that school. In addition, she suggested that the well preparation and planning should be done before shifting EMI in school and should expect those things which can be fulfilled.

Researchers have found that EMI in public school is not easy to implementation there is the lack of trained teacher, materials, interactions and other things which are related to EMI. Some of those researcher were conducted mainly to identify perceptions and attitudes of stakeholders towards EMI by survey research design using questionnaire and interview, but these study explored the reality of teaching English medium by observing the classroom and conducting focus group discussion. So, Ithought classroom pedagogical reality of using EMI in community school which is study in a lower degree so my research work is different from those of other mentioned above .

### **Implications of the Review for the Literature**

Literature review is an important part of the entire research process. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Thus, different previous research works, articles, journals, and books have been reviewed which have made me feel the need to carry out this present study.

In this study literature review has invaluable implication from selection of the topic to methodology and to drive findings. The theories and research

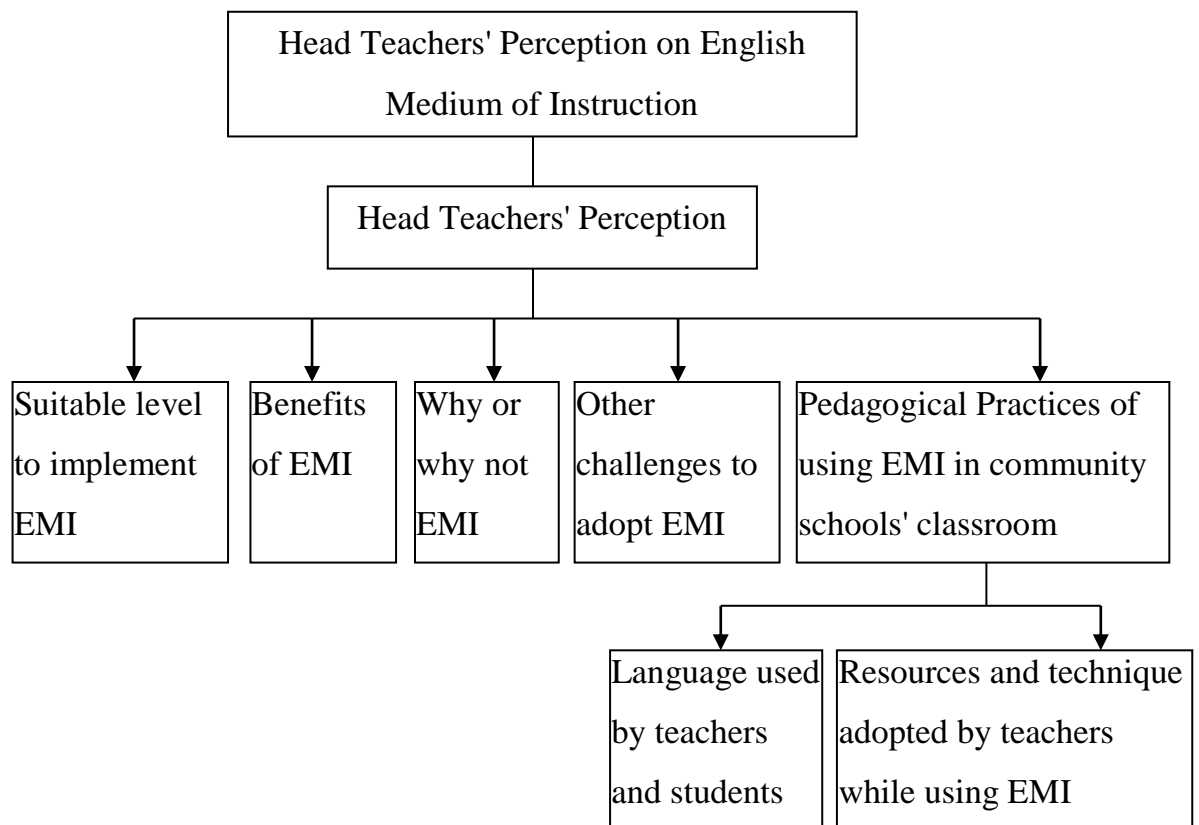
works which I reviewed are all about the English as a medium of instruction in Nepal and talked about history of EMI and recommended some possible researchable topics which helped me to come know the gap between what has already been said or found out and what has not said yet or to found out. It shows that any researchable topic gets background knowledge from the literature review because all problems may not be research topics. Similarly, theoretical review is implied; expand the knowledge of EMI like medium of instruction, English as the medium of instruction, what are the different perspectives towards EMI, policy and practice of EMI in the Nepalese context. It is required to find out the policy of EMI in the different documents. Different people have various perspectives toward EMI which were presented in the literature review section.

Empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples were found from the empirical review. And it obviously became significant to collect and analyze data and also to derive findings. Besides literature review has implications to develop the better mechanism of academic writing. I have got lots of ideas of objectives, research questions, methodological procedure and other things too in order to complete my research. I consulted different books, articles, journals, like Puten (2013), (British council, 2008), (Dearden, 2014), (Bhatta, 2012), (Lamichhane, 2017), (Bista, 2015), (Gaire, 2017), and other too in order to develop my theoretical insight my study. I have developed ideas about use of English language. In the field of education and about English language teaching among the above studies, the study by Dearden (2014) mainly provided me the global scenario of the case of EMI and provided me clear guidance to construct the questions for data collections. Likewise, the research work of Gaire (2017) and Lamichhane (2017) made me know what teachers, students SMC and parents expect toward the shifting of medium of instruction from Nepali to English in public schools. Furthermore, Bista (2015) and Bhatta (2012) made me know that how the teacher in community schools

perceive in our context and what is the attitudes of concerned people towards the shifting medium of instruction. After reviewing the literature, I got ideas of EMI policy practice of public school teachers and it also helped me to link the Nepalese context of EMI in my study and also to select appropriate research design, data collection procedure, analysis the data and interpretation of results. Hence the review helped to identify gap between the perception and practice, design of this study so as to minimize the gap.

### Conceptual Framework

A conceptual framework is representation of the understanding of the theories by the researchers and his/her own conceptualizations of the relationship between different variables. The conceptual framework of the present study is given below:





## **Chapter III**

### **Methodology**

This chapter mainly includes the design, selection of research site and participants, tools and techniques of data collection procedure, data collection procedure, data analysis and interpretation and finally ethical considerations.

#### **Design of the Study**

Research is a systematic investigation that is designed to answer questions. In another words, Research is a process of finding something new from the existed data. Among different research design, I will use narrative research design to accomplish the objectives of the study. Narrative research design is the form of qualitative research. Mainly, this research design uses field texts such as stories, autobiographies, journals, field notes, letter conversations, interviews and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life. It focuses on the organization of human knowledge more than merely the collection and processing of data. The personal accounts are taken as stories and participants are allowed to use their own life experiences. The importance of personal experiences and multiple perspectives, the existence of context bound and constructed social realities and the impact of the researchers in the research process is emphasized in this research. Schwamdt(2007) defines narrative inquiry as “an interdisciplinary study of the activities involved in generating and analyzing stories of life experiences(e.g life histories, narrative interviews, journals, diaries, memories, autobiographies) and reporting that kind of research.” In this research design less numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual’s experiences. The

process of narrative research design refers to the way of carrying out the research by using this method.

According to Creswell (2013,pp.513-516), the steps of conducting narrative research are to identify a phenomenon, collect the story from that individual, restory and retell the individual's experiences and validate and accuracy of the report. In this study, I will use the same process while conducting this particular research. The process is the guideline to complete any kind of research work perfectly. The process of narrative inquiry are as follow:

- Identify a phenomenon
- Selection of appropriate individual
- Collect the story from the participants
- Restory or retell the individual's story
- Collaboration with the storyteller
- Write a final report based on the story
- Validate the accuracy for the report

As a method, it begins with the experiences as expressed in lived and told stories of individuals. It also provides ways for analyzing and understanding the stories lived and told. In the data collection phase, the researcher has to build good rapport with the respondent for making the research more fruitful. In the same way, while collecting the data, the researchers have to be active because s/he has to collect more and more information from the respondents.

### **Population Sample and Sampling Procedure**

Population is any group of individual that have one or more characteristics in common and that are interesting to the researchers. According to Best and Kahn (2010) the group selected for the purpose of research is called

population. Sample, represents a small proportions of the population. Sample are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

The population of the study were all the Head Teachers' in Kathmandu district, where EMI have been implemented. But this was the small-scale study, it was difficult to collect data from each and every respondent. So, I had selected four Head Teachers' who had been selected for purposive non-random sampling strategy. These participants had selected to in-depth interview.

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

There were different tools to collect data for the research. The data plays very crucial role to the solution that comes from the analysis and interpretation in order to collect the data for this study. To accomplish the objectives of the study, I used in-depth interview as the research tools for the Head teachers. I had taken interview for eliciting the respondent's personal feeling, attitudes, opinion, perceptions and experiences about the targeted research problem. I had selected participants and develop rapport.

### **Sources of Data**

Data were collected by using various sources: primary and secondary. In this study, I collected data by using primary and secondary sources. The respondents were the primary sources of data and the books, the articles, and other documents were the secondary sources of the data.

### **Data Collection Procedures**

Data collection is one of the crucial aspects of research in the sense that data collection leads the researcher towards meaningful conclusion. So, the researcher should focus on the certain systematic procedures while collecting required data.

Initially, I prepared effective Head teacher narrative guidelines on the basis of objective of the study. Then, I visited selected schools and ask the concerned authorities for permission to carry out research, explaining the purpose of my study. Afterwards, I established a close rapport with the selected respondent Head teachers for their genuine narrations. Then, I asked the selected respondent Head teachers for their stories in different times according to their choices. At the same time I noted worthwhile information in my diary.

Similarly, after the above procedures, I transcribed the recorded narratives without losing their intensions. At the end, I coded and decoded their narratives and stories into several themes and analyzed them thematically to derive the findings.

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

The obtained data was analyzed and interpreted by using thematic and content analysis.

### **Ethical Consideration**

While collecting data and after the completion of the study, the ethical consideration was kept in mind which was essential in the research works. My search made for academic purpose. Thus, the findings and data were not misused. Before taking interview, I took inform consent from my respondents. I clarified my purpose and built rapport with them. I had given attention on honesty, accuracy, truthfulness and credit for ownership to researcher participants and advisers.

## **Chapter IV**

### **Results and Discussion**

In this section, the collected data from both primary and secondary sources have been analyzed. The qualitative data collected through in-depth interview. So, In-depth interviews have been analyzed thematically. As the objectives of the study was to explore the Head teachers' perceptions on English Medium Instructions in Community Schools and to find out the gap between perceptions and practices of EMI. On the basis of the analysis of the data interpretation has been made under the following different sub topics, they are:

- Perceptions towards medium of instructions
- Medium of instruction at secondary level
- Effective supplementation of EMI in community schools
- English medium of instruction for quality education
- Development of English language proficiency through EMI
- Facilities in community schools
- Problem faced in community schools

#### **Medium of Instruction**

I used in-depth interview as a main research tools to understand and to explore the experiences of the Head Teachers regarding English Medium Instruction in Community Schools. During data collection, I chiefly focused on Head Teachers' past experiences and influences of EMI in Community Schools. The first language of a child is the part of personal, social and cultural identity. However, with the demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries including Nepal. And Head teachers also can't ignore the

need for English language as a global lingua-Francaso, English is needed to make comfort communication. Regarding this, Head teacher A said;

*I agree about the use of English language to teach academic subjects in the classroom because knowledge of English language is needed to be able to communicate with others, in the teaching of immigrant students, and finding and maintaining a good job. So, English medium instruction is the demand in the context of globalization and modernization.*

It is further clear that English is the most widely spoken language of the world. Speaking English allows people to actually broaden their world, from job opportunities to the ability to relate to people from every country. Knowing the language makes it much more interesting every trip. Education is very important to improve ourselves but learning English also improves the quality of life. Furthermore, Head teacher B said:

*Actually..the overall goal of EMI is to help children to acquire English language that enables them to cope up with globalization...because I have been working here from long time ..in first days teachers' used language of mother tongue or Nepali language as a medium of instruction but now a days English is using to teach academic subjects.*

So, I came to 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.In this connection Head teacher C shared:

*EMI is effective to develop the language skills of the students especially, speaking and writing skills of the students so, first it is necessary to provide English language development course for the teachers to upgrade their English language proficiency. Then, students improve their skills easily.*

Yeah, EMI programs will improve students' English proficiency. If teachers are fluent in English then only students will be fluent. And it is important for teachers too, using English language inside the classroom they can expand their knowledge and get improve their own mistakes. In this regard Head teacher D explained:

*I think, according to demand of time and people in the context of globalization, to teach in English medium is necessary... students learn English indirectly through other subjects which are taught in English and students improve their English language skills.*

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

### **Medium of Instruction at Secondary Level**

English language is used to facilitate the students with content knowledge and to be familiar and learn of that particular language. Here, the researcher has tried to explore the Head teachers' perceptions on English medium instruction. Head teacher A has shared his perception in this way:

*I think, selection of particular language which is used to teach academic subjects is plays vital role in the classroom. Medium of instruction can be considered as the best way to express students' feelings, inner voice and to develop the proficiency of that particular language.*

Language is the powerful weapon which is used to express the feelings, inner voice and develop proficiency of that particular language. Language is a

means to bring out the student's ability. So, English language determine their ability to perform themselves. In this connection, Head teacher B shared that:

*Language is system of communication. Communication helps to student to develop their pronunciation skill and reading skill strongly. Learning English is important as it enables students to communicate easily with global citizens.*

Referring the above mentioned perceptions communicating helps people to express their ideas and feelings that makes people relationship strong. Learning English is important to communicate with global citizens. Student also develop their pronunciation skills and reading skills. So, EMI is the demand of students and parents in the community school. In the similar way, Head teacher C said:

*Government also should give attention to community schools about EMI. And teachers needed refreshment training of EMI time to time and training with changeable curriculum and changeable time. So, we organize the seminar or conferences time to time to discussion about EMI.*

If government encourages the head teachers then, head teacher move the school with encouraging environment. The English language has been taught and learned as a foreign language in the context of Nepal. The Prime Minister Jung Bahadur Rana started the English Education when he returned from the U.K. in 1854 A.D. Government also supporting to apply EMI. So head teachers are organizing the seminar or conferences for effective implementation of EMI. Furthermore, Head teacher D explained;

*In my point of view, according to demand of time to teach in English medium is not easy, teachers need to more practice for the students' progress. English medium is required but teachers felt comfort to teach in Nepali medium because they are habituated in Nepali medium*



*instruction from long time ago. So they are needed to get subject wise training and sufficient resources to develop their English language proficiency.*

English language is more important language, It is used to express feelings or inner voice of the person. English language also determine the person's ability. Good communication skills make the strong relationship with each other so, people can make friends where English is spoken. In our country, community school teachers need more practices to teach in English medium. Community schools are shifting their medium to English because of demand of time and public pressure. So, community schools should consider to provide subject wise training and manage the teacher's problem properly for better implementation of EMI.

### **Effective Implementation of EMI in Community School**

Community schools have been teaching in English as a foreign language. Now there is an increasing shift towards EMI to teach academic subjects such as science, social, mathematics etc.in community schools though there is no effective 'EMI guidelines' to systematize it. Most of the head teachers and teachers have positive perception towards the role of head teacher and teacher are essential to implement EMI effectively. In this regard Head teacher A shared:

*Head teacher should be active and a type of encouraging then his/ her presence should be strong and a type of commanding. So, I encourage teachers and students towards learning, then I suggest the teacher to use different techniques to make the students understandable the content through English.*

Head teachers lead, motivate and manage staff and they evaluate the staff performance and school environment too. It is a job which requires a strong presence around a school and in some cases the local community, as

well as a certain amount of desk work. Head teacher is the senior teacher and leader of a school, he is a responsible person for the education of all pupils so his decisions should be agreeable to all teachers and teachers should follow him. In the same way Head teacher B shared:

*In my view, Head teacher should have the leadership skill .I have been working here from thirty years and I came to know that, we have the ability to accept the criticism, we should work under pressure sometimes, we should have knowledge of English language, we should be changeable with time, we should be flexible, we should have knowledge to teaching.*

Head teachers are the leaders of schools. Head teacher should be always curious and he should have the power to accept criticism because in the school there is many parents with different natures. And in school there is many guests and other people go for visiting even sometimes teacher become absent so head teacher should take class for that English is necessary. Head teacher takes responsibility for school success and he build strong school community. So, head teacher always should be fair and consistent towards school. In the similar fashion, Head teacher C stated:

*Well, I am responsible in working and supporting the school management. And I am the leader or guide of our school. Yeah, Academic performance of students in community schools of Nepal has long been poor, although there are a few examples of schools that have consistently performed quite well. This disparity has encouraged the rapid growth of private schools in recent years, creating further challenges for community schools and their head teachers. So I am observing the academic performance of students of our school. I am suggesting to use English language while teaching to the teachers and outside the classroom also I encourage to speak in English language. Extra activities, games,hand writing competition dancing, singing also*

*organize in our school. As a head of school I would like to make best school.*

Head teacher should be responsible for school management and he is the leader of the school. Yes, academic performance of community schools are very poor than private schools that's why private schools are emerging day by day like mushroom to create challenges to community schools. Head teachers, although they are almost always ex-teachers and have plenty of teaching experiences at the chalk face, and sometimes also in academic research, they do not necessarily have a background in language. So, according to changeable time not only reading and writing are not enough and rote learning also not good creativeness and extra – activities are equally needed. Therefore, the schools members should be dynamic according to situation to make easier and better outcomes from learning.

It shows that head teacher is more responsible person in the school, he is the leader, motivator, manager of school. English language is great demand of the parents in the community schools and EMI is properly implemented. However, here are some reasons like; lack of subject wise training, lack of fixed curriculum are the main hindrance to effective implementation of EMI. So, curriculum should be change time to time with changeable time and curriculum should be prepare to match the students level and interest however, the curriculums are not match able with students psychology and interest. In such situation EMI practice is very challengeable and extra burden. So, for that problems Head Teachers should think about the EMI program and should think about the language skill for better learning outcomes of the students.

### **English Medium Instruction for Quality Education**

English is the global language that works as a main weapon to complete in the global market. As this is the 21<sup>st</sup> century, age of science and technology. English is being the most important international language. People of the

country like Nepal give more emphasis on English language or EMI rather Nepali or any other languages, There is no doubt that EMI is associated with socio-economic realities that English is largely needed for global employment and higher studies. The need for English can not be ignored. However, questions arise whether English medium education enhances quality education and performs a pathway out of poverty in developing countries like Nepal. Quality education is another theme which was generated from the head teacher narratives. The Head teacher A told;

*English language competence makes our children able to get job opportunity for their future. They can work easily, either in the nation or in foreign land. As reference, In my experience of past time, when I was young I was searching good job in market I felt the extreme need of English language to get better job in market. So, English language is being the most important to make the students genuine and students also can adjust at any corner of the world.*

It is clear that English covers a huge part in communication. English makes simplicity in business, education, technology and social life, English cannot be separated from human life. So, the need of English in this world is important where use of English is being compulsory to be keep in touch with the various inventions of science and technology. Competent in English is the foremost thing to get higher level job. Parents strong desire also to send their children in private school for their better English language competence. But after implementation of EMI in the community school, parents are ready to pay the extra fee to invest for the better quality education and they are ready for their students and children development. Head teacher B expressed:

*Yes, for the quality education English medium instruction is playing vital role in this world. For the quality education, School staff and specially teachers should be active in English language teaching and should be better proficient in English language as expected for the*

*student's competitive learning with that of private school. Then parents also believe in quality education which is provided from our community school and they are ready to pay extra fees for better quality English education for their children.*

From his narration, I came to know that parents are ready to invest more for the better quality education and teachers and whole school staff's participation is important to maintain the quality in the classroom with the use of EMI. And observing this situation, stakeholders should have serious regarding the implementation of EMI. Head teachers, teachers, and parents thinking that EMI is beneficial to advancing students' English language. In the same way, Head teacher C shared:

*EMI is an effective way to get quality Education; it is mostly used to develop English language proficiency of the students but sometimes it is quite difficult to develop student's language proficiency due to their mother tongue. To solve this, we should work hard to make our students proficient in English. I request teachers to use different strategies to follow. I asked to use English native speakers recorded voices, movies, I made to join English language classes to learn new teaching style and English speaking game and so on, which will motivate our students to participate in English speaking activities.*

From above mentioned experiences we can say that EMI is helpful to develop English language proficiency of the students but sometime it is quite difficult due to their mother tongue. So, it is expected that teachers work and to make students proficient in English. He further added that with the growing demand of English education is present situation parent's expectations from the school also directly being related with their children's ability to understand and use of language. Teaching strategies also play vital role for effective implementation of EMI and extra classes, games and programs also important for quality education and for implementation of EMI. Head teacher D shared;

*English is taken as a medium of instruction in many non- native English speaking countries for communicative competence in English. If students are perfect in English then, they can help socioeconomic and sociopolitical development. Therefore, EMI is an interesting topic to discuss and is consequently receiving a huge attention from language policy researchers. So, without doubt I can say that English medium instruction playing motivational role for quality education.*

Many non-native English speaking countries have taken on English as a medium of instruction owing to the growing need for the developing communicative competence in English that may fulfill the increasing demand for English language in order to socioeconomic and political development. The rise of English as a global lingua franca seems to be further forcing non- native to learn English and in order to meet the challenges of global integration EMI is necessary and it attracts a wide range of studies globally.

From the narratives above, we can say that English makes simplicity in business, education and social life. The increasing demand of English language for global integration, the choice of schooling children in English has been given a major priority in developing countries like Nepal. And in fact, we cannot ignore the need for English as a global lingua franca. However, proper materials and motivational environments are lacking for implementation of EMI in Nepalese community schools. Parent also ready to invest money for the better quality education.

### **Development of English Language Proficiency through EMI**

English medium instruction (EMI) is a model of education in which some or all curriculum content is taught in English to students who speak in their mother tongue. So, for the improvement of English language, EMI should be implement effectively in the schools. English teachers have the knowledge and language skills to make their instructional strategies more effective. Those

teachers who have been teaching in Nepali medium for years, they have expected the orientation program about EMI before the implementation of EMI program in the schools then only English language proficiency can be developed. Here, Head teacher A shared:

*Yes, when I was teacher I understood the English to some extent but I couldn't reply properly so I felt shy. However, with passing time I improved my English slowly by asking the grammatical rules with English teacher. Then I got better understanding in English language, However, I used to teach mathematics because I did graduation from mathematics. In that time English language wasn't compulsory in school and it was not expected too. But now English language proficiency should be developed because English increases chances of getting good job in abroad or hometown.*

In the past time, English language wasn't more important but today the role and the status of English has gained in a fast globalizing world, especially in the field of higher education is outstanding. That is to say, shifting to instruction in English is being popular in the world. So English language has the academic prestige, and to increase students chances to find good job in the market. Like this Head teacher B shared:

*It was expected that our English teachers' English language proficiency would be developed some trainings or such any opportunities would be provided by us which could help to develop them professionally. So, it was expected that parents would regularly, be interested to the program would cooperate with school management committee members and administration. As a result the language proficiency would be developed and competitive, students would be produced.*

According to him, head teachers are interested with the concept or EMI they want to organize program and training classes but government not more

concern about EMI. And parents also want to see their children with English proficiency then, teachers hope that they also would be competent in English personally and professionally. In the same way, Head teacher C shared his experience like this:

*At first I was a teacher and while I was teaching science using English language, students felt difficult to understand the content due to their low proficiency of English. So, I thought that children English language ability should be improved, they should be hard working on their study and developed to be more competent after the EMI implementation. So, I was doing my best to make students understandable But nowadays YouTube and google also playing vital role to learn English.*

From his experience, teaching science through English is challengeable because students feel difficult to understand the content due to their low proficiency in English. So, he expects students work hard and develop their ability to be more competent in English. As we know that EMI is helpful way to develop English language proficiency, students need to be laborious and serious in their study. And if we want to learn anything google is available it makes our learning easy. In the same way, Head teacher D shared that;

*I think learning a language is influenced by motivation of learners, instructional techniques and other internal and external things. As I being a head teacher, I try my best to convincing students and parents about English language, I know they already known about the importance of English language but the parents think (not all ) their responsibility only to send their child schools so, students being passive at home only they do homework at home. They spend the more time at home than school So, this is the one problem. And in school I am suggesting to teachers to use different types of techniques inside the classroom by implementing EMI.*



When talking learners ' proficiency in a language , various terms have been used including, 'ability', ' proficiency' and ' competence'. Thus, being proficient may be defined as 'having sufficient command of the language for a particular purpose'. So, surely parents want English proficiency like English ( listening, speaking, reading and writing) however, some parents think money is everything or investment is everything if they send their child regularly, then they think school should responsible about academic performance. So, students doing only homework at their home and coming school.

EMI is a rapidly growing trend in our country. Some studies show that students understand more content when learning in their first language, compared to studying in English. Our government also believe that EMI programs will improve students' English proficiency however it hasn't given much attention towards EMI. EMI is seen to give students a double benefits; knowledge of their subject and English language skills. Government and schools think that this will make the students more attractive in the global job market. English medium instruction (EMI) is an educational phenomenon that has been spreading rapidly across educational systems around the world. In this recent monograph on EMI as a global phenomenon, Macro (2018,p.1) defines EMI as "the use of English language to teach academic subjects ( other than English itself) in countries of jurisdictions where the first of the majority of the population is not English." All the head teachers have positive attitude about EMI. So, they are improving the implementation of EMI programs.

### **Facilities for the Head Teachers in Community Schools**

Community schools come in many forms and can serve many purposes. To be effective, it is essential that policy makers and school leaders clarify the purposes they expect the community schools to serve. There is good international evidence that using school facilities to provide the community based services can have positive impacts on a range of outcomes for children, families and the community. Head teachers are the leaders of the schools so

they can manage the facilitation of schools improving and utilizing sources which are related or available to schools. But due to lack of infrastructure and other problems they not more facilitated. In this regard, Head teacher A said;

*I taught here from morning to evening as a head teacher ...almost 12 hours...I have to go through several problems....for me going together as a leader, in-charge and supervising other teachers...motivating them to carry on teaching. However, facilities are not enough in comparison to work. If I had been given just one responsibility, I would have paid high attention only on that .....indeed, it's so troublesome handling the post of head teacher in community school. So, being a head teacher and holding these responsibilities, facilities are needed.*

Based on head teacher A's story , it can be said that he was found to be demotivated due to the workload and responsibilities but not much facilitation. Head teachers should stay morning to evening because parents and other persons come to meet him, he should solve the problems which occurs by students, by teachers or by other staff even parents come with problems, so its not easy to handle, its challengeable too. In the same way Head teacher B states that:

*Actually, I have more than ten years experiences as head teacher and we are implementing EMI for those 4/5 years only. For the first time there weren't any facilities and training for the teachers and head teachers. In spite of that situation, I loved the situation because there was the co-operative and joyful learning environment. Teachers also loved to teach the students for their creative learning and wanted to do new activities with them. I was highly motivated to implement EMI in our school. I always wanted to develop the English language proficiency of the students .After implementation of EMI in the school, training were given to the teachers which are fruitful and effective for our daily classroom activities were given by Municipality and other institution.*

From his side it is expected they should be provided more opportunities to participate in the EMI trainings specially for teachers' professional development. Teachers should be encouraged to teach the students through their own strategies to make effective English language environment for enhancing the language ability of the students. So, head teacher's aim is to make the students able in English language therefore, their facilities is the students improvement and school's progress. In the same way, Head teacher C states:

*Yeah, have the responsibility in the society and we should follow the culture in the society. Then, we are the motivator to the students therefore, we should be positive and encouraging persons in the society and in schools too. So, if we are playing positive role, students and guardians become happy from us. Then, students come with new and creative mind we learn new thing from them. I want to say knowledge gaining is the great facility for me.*

According to changeable time teachers should run with students need and interest but its not easy, for that school head teacher, school management, teacher all should do discussion to reach decision. Students of the 21<sup>st</sup> century are not weak and rote learner they learn from different web. Site means they are very clever, So that teachers also taking ideas from them. Similarly Head teacher D shared:

*A head teacher should make the teacher trained because well trained teacher needed for effective implementation of EMI but sometimes training was not effective to deliver content knowledge appropriately. As being a head teacher I am trying my best to motivate teacher, talking about facilities I got a few extra fee thanteachers, I have head teacher's room to talk with parents and other guests however, my school's progress is my aim.*

From his view, pedagogical preparation and refreshment training plays vital role to implement EMI in the classroom. But lack of subject wise training teacher felt difficult like math teacher, Nepali teacher. They have not proper knowledge about English language. Head teacher's intention is always to make reputed school.

Head teachers have many responsibilities even they have not facilitated. Head teachers job is not easy to handle so they should be strong and flexible. Maximum head teachers are positive and satisfied with their post and some others are not satisfied. Creative students, fruitful discussions and fresh training are valuable treasure of life. Educated society reputed schools are the property of life, nothing needed than these things. However, according to responsibilities of head teacher they have not facilitation which are needed. So, evaluation of work should be properly and government should make satisfied the head teacher who are not satisfied.

### **Problem Faced by the Head Teachers**

English medium of instruction (EMI) is a complex educational innovation in non-native context. It requires prerequisite for the effective implementation. So, because of lack of prerequisite things the head teachers, teachers and students are facing lots of problem. However, in order to find out whether the head teachers are facing any problem while implementing EMI, Head teacher A mentioned that:

*In the school there is students come from different background, different community, different ethnic group even different ages students are here (very young to adolescents) and they do not have English environment at their homes. In this situation we felt very difficult to manage classroom, to convince parents, to talk fee and to convince teachers who said students understand the lesson but can't write properly.*

From above narration, it is clear that English language is the second language in our country so that students can't communicate in English however, they can understand because of the watching movies of English, listening conversation of English languages and participating different types of programs etc. In this situation head teacher suggests the teacher to give allowed the students to use their native language and classroom becomes unmanageable. So, to minimize those types of problem community schools should manage classroom in proper way and head teacher should give advice to the students then teacher also should be active in the classroom. Likewise Head teacher B said:

*It's difficult to get qualified teachers, most of them are the student teachers or novice teachers they have not proper knowledge about teaching. If the students who are good at English can learn the content easily in the class but low proficiency's student can't learn properly and novice teacher have not the idea to make the students understandable.*

Lack of qualified teachers, students haven't get good opportunity to learn. Advanced and experience teachers are already settled in reputed schools. So that novice teachers in learning phase they are not perfect however head teacher need to select them it's necessary. Therefore, training and good guidance are needed to teachers for effective implementation of EMI. In the same way, Head teacher C shared:

*I am the head teacher of our school I have a vision for the future of our school. However, classroom teachers don't share their belief and opinion about educational condition of our school even they want to share what type of strategy they are following ; which student is poor , which is good , what type of behavior is showing; what will be solution? They don't want to share anything they just do their responsibilities and go out.*

From his opinion we can understand that lack of support. Head teachers have a vision for the future of their schools. However, teachers only do their duty and go out. Head teachers are having different problems but teachers are not too much positive and co-operative with head teachers cause teachers think they have not getting facilities which they want. In the same way, Head teacher D shared:

*Students came from different background (educated & uneducated) some show good behavior or they are discipline but some are indiscipline and type of negligence. We tried to bring in track but we can't because they are come from this type of background and we talked to parents but parents also not convinced. These type of students show the bullying and violence type of manners in the school and it's affected the other students too.*

Discipline is a valuable ornament of students however in the school there is lack of discipline because of their background. Discipline helps in improving educational performance. So, school head teacher and teachers always try to maintain discipline and control issues such as violence, bullying, racism etc. At last students can develop the skill and capabilities that are needed for them in order to produce the kind of result they are expected.

Head teacher have a vision for the future of their schools. So they want co-operate with staff but some teachers are concern about only their salary so head teacher should face many problems in the school. Students come from different background so they show different types of manner inside the classroom and outside the classroom so to teach discipline is not easy.

## **Practices of EMI**

This section is concerned with the practices of EMI at secondary level in community school. In an increasingly globalized world, EMI in secondary level has now become a common phenomenon however, it is possible when school

head, school administration and teachers are active then only pedagogical practices move ahead. This theme is created from interview of head teachers of community schools. During the interview, I found that most of the head teachers have similar opinions however some are facing too much challenges for quality education and to use EMI.

### **The Use of Teaching Techniques or Methods**

A technique refers implementation, which actually takes place in a classroom. It is a particular trick, procedure to accomplish an immediate objective. Teaching methods may be defined as the devices or tools used to create learning situation on which effective communication can take place between the teacher and learner. So, to understand the use of teaching techniques / methods in community schools I take interview with Head teacher A mentioned that,

*Student-centered or pupil centered teaching methods are used in our school because it's demanded method, like, project, assignment, discussion, laboratory etc. However, the medium of instruction is English, in this method students are center point for learning.*

The school undoubtedly has a very high sense of student centeredness inside classroom and everywhere else. They are given some guidelines to study about anything where teacher just facilitates them. So students make discussion, being active they do their home assignments and they come up with a resolution through inquiry. That's why this student centered method is highly effective because students engages themselves to solve the problems. In the same way, Head teacher B said:

*Without textbook it's difficult to get the objectives because textbook or curriculum guided the learning to get objectives. So, government prescribed an academic as well as different non- academic dimensions of learning those are hugely required in this contemporary time.*

*Students sometimes go for field visits, they learn through audio-visual aids, they learn by doing but curriculum guides them but there is the medium is English language whatever they are doing.*

Textbooks are helpful to teachers to students and they provide organized units of work and information and they guide learning so that it's necessary to follow the textbook however students are the active agents inside the classroom or outside the classroom. In the same way, Head teacher C shared that:

*EMI is used in our school, to teach academic subjects we used English language. There are many innovative methods of teaching learning that a particular teacher innovates and applies to their classroom, teachers and students both are active in our school. Due to our school's modern pedagogical strategies and other bright aspects most of the students and parents often expresses their happiness and satisfaction.*

In this modern age EMI has great vision to everyone (teachers, head teachers or parents) so community schools are implementing EMI. In this modern era, different types of innovative methods are emerging day by day so that if school head teacher, teachers and school management is active and positive to use innovative methods and make reputed school there obviously students wanted to be admit. Regarding this Head teacher D said:

*In our school some teachers used grammar translation method to make understandable the students but I said to not use native language others use direct method but sometimes students felt difficult to understand the English language and felt uncomfortable to learn. I again suggest the teachers to use English language if so, students will be habituated slowly to use English language.*

GT method also teaching method by which students can understand the content easily. But implementation of English Medium Instruction is demanded



so that direct method is helpful for this. However, continuous use of English language makes habituated to students.

English Medium Instruction is the motto of the community schools. In every schools students play vital role in this modern era. Every head teachers selecting highly educated, trained, and skillful teachers to teach and to study the psychological aspects of students. The first language of child is the part of personal, social and cultural identity. However, EMI is the needs of the student in the global context. English is spreading rapidly around the world it is needed for crucial information because language is the powerful weapon which is used to express the feelings, inner voice and developed proficiency of that particular language. Therefore Head teachers are positive towards EMI. Creative student's fruitful discussion and fresh training are valuable treasure of life and educated society reputed schools are the property of life. Therefore, to fulfill above objectives EMI is needed.

### **Use of Language in Classroom**

Language is the tool in EMI classroom to deliver content knowledge along with learning of that particular language. Private schools have been using English as a medium of instruction while Nepali and English both were in community schools however; with changeable time English is used as a medium of instruction in community schools. When I talked about language some head teachers said that, teachers deliver the subject matter with English language but sometime we used mother tongue also outside the classroom. Let's see the opinion of Head teacher A,

*In our school the medium of instruction is English and students used to ask questions with English language if they are used other languages than English, we will take fee from them and fee will use to buy prize for them. Because English language has gained its status globally.*

Nowadays, community schools challenges to private schools, they are being best schools they are producing best manpower. Obviously, English language has spread its coverage in almost all sectors and fields all around the world. That's why people are attractive towards EMI. In the same way, Head teacher B shared:

*Because of craze for English language among students and parents, it's needed EMI in our school. Parents come with me and used to say, Sir if fee is needed we can pay but you call professors and trainers for training and seminar about EMI in our school. So, we are trying our best and making habituated to the students to use English inside classroom and outside too.*

The developing craze for the English language most of the parents admitted in private schools to their child. The numbers of students in community schools has been decreasing gradually. So, most of the community schools have started introducing the English language as a medium of instruction. After the completion of EMI training, the trained teachers can use English as a medium of instruction, plan their own lessons, prepare teaching materials, train other teachers and become more creative. In the same way, Head teacher C shared:

*I often suggest to teachers to use English language inside the classroom while they are teaching however not all subject teachers have knowledge about to use English to teach their subjects so that they use Nepali too but they said 'we are improving our English to teach our subjects'.*

Community schools' are adopting English medium instruction in school, teaching in English helps students find job and participate in the global community. They also believe that students' progress in the English language contributes to more access to information and knowledge. Teachers are not

perfect teaching in English however, they are trying their best. Regarding this Head teacher D shared:

*Obviously, parents and teachers both think that EMI leads to quality education. Sadly, here are not much teaching resources that can help the teachers to effectively conduct their classes in English medium. Most teachers are teaching from decades ago so they are habituated in Nepali medium of instruction for them EMI is very challenging job. For them I often requested to new and fresh teachers to help.*

Community schools have adopting EMI because it is needed for communication. Nepali medium is decreasing and English medium is increasing day by day. Teaching in English is not easy to teachers who are teaching for decades because they are habituated in Nepali medium of instruction however, they trying their best.

### **The Use of Teaching Materials**

People often say ‘A picture is worth a thousand words’ so, teaching Material is an effective source to deliver the content knowledge in the particular language. Teaching cannot be effective without the use of teaching aids. “Materials are in invaluable for young learners and teachers of children find that they constantly use them” (Ur, 2009, p.191). So that teaching materials play an important role in learning which can be used in teaching learning activities. Talking about importance of teaching materials I asked to Head teacher A about teaching aid and he said that:

*In our school, here are some novice teachers and some old or experienced teachers. So both are using teaching materials according to objectives and contents ( local materials and modern technological materials) like: clay, leaf, stone, books, audio record, pictures, flash cards, computer, audiovisual materials etc.(according to lessons) novice teachers have not proper knowledge to use teaching materials*

*however they are more familiar with modern technology so that they are doing best try using news, journals, small and large group activities, recorded sounds, flash cards, pictures, word cards etc.(being related with topics).*

Local materials and modern technology both are valuable resources to make easily understandable to the students. Clay, leaf, book, recorded sounds, splash cards, pictures make the clear concept about the lessons and students get the objectives easily. Teaching materials enhance the learning of students and they help to make their learning sustainable. In the same way, Head teacher B shared:

*I am suggesting the teachers to use local and ICT- based teaching materials in the classroom. Charts, audio-visual materials, recorded sounds, flash cards etc. It all depends on subject, class size, resources available group of ages etc.*

Some materials can be very funny and interesting but if they do not support learning, they should not be included in lessons. Teacher should create the comfortable environment to learn, teaching materials help to make enthusiastic environment. In the same way, Head teacher C explained that:

*Materials should be based on the needs of objectives, interest of Students. So that I suggests the teachers to organize the tasks, Activities, supplementary materials that will indubitably fascinate the learners. Our school administration is positive and enthusiastic towards teaching materials.*

Such materials are hugely depended on the pedagogical skill of the teachers and the manner in which they use manipulative skills to teach them. Materials pose a comprehension and contextual threat to the learners if the teachers and school administration fail to use the skill of judging their appropriation for classroom use. In the same way, head teacher D shared that:

*In our school, teachers use teaching materials depending on content and situation. It means real objects, posters, computer, teacher's note, listening materials or any others. They all depend on the aims of lessons and teachers also active and eager to use the teaching materials.*

Instructional materials are the tools used in educational lessons, which includes active learning and assessment. Community resources that can enhance mathematics and science learning and classroom resources that used in the classroom.

There are many kinds of instructional materials but some of the most used ones are traditional resources like work books and text books while others are modern technologies resources. These are useful tools for introducing new concepts and every teacher needs to supplies instructional materials. Accordingly continuous feedback system from learners is a major source to ensure the sustainability and likeability of materials.

### **Gap between Perception and Practice of EMI**

During this study, I explore the way in which English as a medium of instruction policies are actualized in teaching practices. The study is informed by English as a lingua franca in academic setting. This study draws on data retrieved through in-depth interview of four head teachers.

During this study, I had tried what effects are reflects on students learning through EMI practice in community schools.

When we see the policies regarding the use of EMI, SSRP has made the policy to use English or Nepali or both languages as a medium of instruction. As a result many schools have implemented EMI. In the beginning to apply EMI was not easy, it's hard to convince parents, students and teachers. But now they think positively to apply EMI. However, there is only the name of EMI in most of the schools. The head teachers said that teachers' use enough materials

while teaching to make students understood but there is not found the proper teaching materials in schools to make the students understand the content easily but some teachers were using teaching materials in a proper way to make the student's learning environment enjoyable.

While interviewing the head teachers' some of them said: In our school teachers used daily used materials and other useful materials like, audio-visual materials in their classroom. But while I observed they didn't use regularly. I found that some teachers used most frequently group work, individual work discussion and sometimes using teacher centered to teach English in the classroom. In this situation students are able to learn English but not able to learn properly throughout teacher centered techniques. They used bilingual approach (Nepali and English) and translation method to teach English in EMI classes. EMI is necessary in the community schools of Nepal however there is not implementation effectively. There is gap between perception and practices of EMI in community schools. Lack of fixed curriculum, subject wise training for the teachers and due to low proficiency of students and teachers, EMI would not be developed as a quality education in community schools of Nepal. Talking interview with head teachers some of head teachers said that the materials used properly and using English properly while teaching but while I asked students and I came to know that, the students talk inside the classroom in Nepali language with teachers, teachers clarifies the concept through Nepali language and teaching materials used sometimes like ( globe, calendar etc.) So that teachers are required to get training, qualified speaking zone should be created and more exposure should be provided for the effective implementation of EMI. If it is provided in the community schools, EMI is effective for quality education and beneficial for learners who want to learn and be competent in English. But in community schools teachers are not too much dedicated towards their service and in community schools playing materials are not too enough for students healthy and physical development.

The last few years have seen English as the Medium of Instruction is recognized in only private schools in Nepal now, there is an increasing shift towards community schools to teach academic subjects. In community schools there is not easy to implementation from students to administration but facing these problems they are trying their best.

## **Chapter V**

### **Conclusion and Implication**

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. Especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with the major findings of the study, conclusion and recommendations. This study intends to find out the perception and practices of community schools head teachers in English Medium of Instruction.

#### **Findings**

Regarding perceptions and practices of community school head teachers in English Medium of Instruction, I found the lived experiences they shared me were highly accounted and truly significant which addressed the objectives and research questions of my research study. Their stories gave me lots of insights for understanding about English Medium Instruction closely. In this part, I have presented the findings on the basis of in-depth interview. Moreover, I have tried to present the main theme of research, finding separately that stemmed of the data analysis, research objective and research questions.

#### **Perceptions of Community School Head teachers in English Medium of Instruction**

- It was found the head teachers were positive towards the implementation of EMI. Positive, supporting, caring and practical environment were the key points for the progress of the students.
- For the effective implementation of EMI, I found that head teachers activeness towards schools, his/her counselling and guidance for the learners are important. Head teachers were the role model, society changer, culture builder etc. but illiterate parents, lack of support from



government, lack of proper resources were problems to effective implementation of EMI.

- Head teachers organized the different EMI programs, EMI training, seminar, classes etc.
- It was found that the students who studied community schools they were somehow poor in English compare to boarding schools students.
- The parents were ready to pay the extra fee for the quality education and they want better English language competence for their children through EMI.
- Head teachers and teachers were aware and sensitive with student's need and problems.
- The school is a combination of different ethnic group, different age group, and different background so they have low proficiency in English however after implementation of EMI they understood the content easily.
- In schools I found that there are not much playing materials to play indoor and outdoor games. Which makes students creative, healthy and happy.
- In schools, teachers were giving frequent and timely feedback, friendly environment and co-operative learning environment for the students.

### **Practices of EMI in Community Schools at Secondary Level**

- While interviewing with head teachers most of the head teachers said student centered techniques were used in their schools specially teachers were using the techniques of individual work, pair work, group work, questions in teaching etc. Similarly, students and parents forced the teachers to use student centered technique through English medium to academic subjects. It creates the teachers difficulty to make the students understand they are habituated with Nepali language and habitual to learn through GT method. It made the teachers and thought that EMI is

not implementing effectively however head teachers are fully positive and confident towards effective implementation of EMI in their schools.

- Three of them of four head teachers said that most of the teachers used audio-visual materials and recording in teaching but according to students the teachers mostly used printed materials (textbook) rather than recording materials and audio-visual materials. Some teachers used local teaching materials like; mud, stone, leaf and field visit however head teachers said that they are trying their best to effective implementation of EMI but the lack of government's attention and lack of teacher training they are not fully satisfied.
- In community schools there were most of the teachers are teaching from long ago so that they used to GT method or bilingual approach to understand the content for the students in EMI classes but with the demand of English language they are trying their best to effective implementation of EMI.
- We can see that the use of English has great impact in the world so that head teachers, teachers, parents and students are positive and interested to learn English and to teach through EMI.

## **Conclusion**

EMI is increasingly being practiced in education as it provides bundle opportunities for upward mobility. From the data it is clear that the community schools have shifted towards EMI. English has a great impact in the private sector of education for a long time and gradually it has influenced the community sector of formal Education in Nepal. Due to competitive situation between private and community schools and need of the time, interest of community schools and parents are moving ahead toward EMI. Now a days EMI seems implemented rapidly as it is allowed by the Education policy.

Interpretation of the data and the results can reveal their narratives. The results can help me to draw out the conclusion of my research. The main aim of

my study was to find out the perception of head teachers towards EMI and analyze the practices of EMI in community schools of Kathmandu district. Now a days, in community schools English language is given more emphasis than Nepali language. English language is essential for development of Nepal. English language is being most important to make the students genuine and they can be adjust at any corner of the world, if they have the knowledge of English language. So, parents and teachers are addressing the effective implementation of EMI in schools. This study reveals that most of the head teachers are positive towards EMI in community schools so, they are giving training to the teachers about EMI, providing technology in schools, providing resources and materials. EMI is being practiced effectively. Students are indeed in favor of using English exclusively they can express their inner voice though they understand the content. That's why EMI should be practiced effectively for the student's better learning in English.

English language is an international language it has many advantages however, in community schools, there is not easy to implementation of EMI from students' background to school's administration. There are lack of qualified teachers, lack of educational resources, students' background, lack of emotional connectivity between students and teachers. But facing above problems they are trying their best for effective implementation of EMI.

EMI is necessary in the present situation of education and community schools either for growing demand of parents to survive among private schools. However if EMI is not used effectively there will be others problems and the quality of education will be decreased in community schools. That's why government, policy makers, stakeholders and other related persons should have broad discussion and should be fully prepared to implement EMI effectively.

English is the power of society so it is compulsory to implement EMI in schools. English is the global language that works as a main weapon to

complete in the global market. Creative students, fruitful discussions and fresh training are valuable treasure for effective implementation of EMI.

## **Recommendations**

On the basis of the above mentioned findings, the following recommendations have been proposed. The recommendations have been categorized into three different categories.

**Policy Level.** On the basis of findings and conclusions, following recommendation can be purposed at policy level.

- Nepal government should make EMI policy to provide better financial, social and institutional support for fixed criteria to implement EMI.
- Private publications have no uniformity in textbook. So, the curriculum policy should be informed for EMI in general community schools and all Nepali medium community schools have same types of curriculum and textbook. But implement community schools have adopted the textbook as their wish. That's why it needs separate uniform, curriculum and textbook.
- There should be policy, Here, head teachers' perception and practices have shown that there is gap between perception and practice while implementing EMI. Therefore, it is necessary for regular supervision and fair evaluation to reduce imbalance between policy and head teachers' perception towards the practices of EMI in community school of Nepal.
- To make effective implementation of EMI, policy should be made to provide with different training packages for those who need it and who want to implement EMI according to their needs and situation.
- There should be provisions of reward to motivate those schools and teachers who use effective implementation of EMI to provide quality education for better outcome.

**Practice Related.** Policy is not sufficient for the successful implementation of any program. For the existence of EMI in community schools, parents, teachers and SMC should be responsible to create English environment in school and even at home. Some of the practice related recommendations from the findings of the study are as follow;

- School administration need to provide refreshment, in-service training and workshop at least in a week to motivate the teachers and teachers need to be refreshed and motivate through expected facilities or reward.
- The school investors or responsible persons have to think of pollution free location so that teaching and learning process could be advanced smoothly in a sound academic environment.
- The school head teachers, coordinators and administrators should behave with teachers in a friendly manner without any discrimination.
- Teachers need to have good knowledge of new teaching innovation and proficiency in English to implement EMI effectively.
- Teaching materials must be managed as per the teaching activity and government also should manage the financial support and provide textbook to the all students as like to Nepali medium schools.
- Not only head teachers are responsible for school, whole school team should put hands together and cooperation, collaboration, coordination and collective effort are the foremost things for the better future of community schools of Nepal.

**Further Research Related.** No research study is complete in itself. Each research study has own purpose and finding. The study has been carried out about perception and practices of EMI in community school only at secondary level in Kathmandu district. There are many things left out to be studied. So, the following further research related recommendation are drawn which is presented below.

- The research is qualitative in nature, so further research can be carried out taking quantitative data.
- Similar, research can be conducted to involve many private schools in order to determine other more issues and opportunities for implementation of EMI in education delivery.
- Further research can be conducted to find out the gap between private and community school of Nepal after implementation of EMI.
- The research was delimited to head teachers of community schools in secondary level of Kathmandu district. So, it would be rather remarkable to carryout researches from rural area's head teachers' perceptions in community schools.

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# **Appendices**

## **Appendix I**

### **Participant Information Statement**

Dear Informants,

You are invited to take part in a research entitled Head teachers' Perception on English as a Medium of Instruction in Community Schools under the supervision of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education, T.U. Kirtipur, Kathmandu. My study aims to find out the perceptions of Head teachers on English Medium Instruction in Community School. I would be grateful if you could kindly give your opinions and ideas for the following questions with true information. All the information collected through this interview will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Radhika Karki

Department of English Education

T.U. Kirtipur, Nepal

## Appendix II

### Transcription of Interview with Head teacher A

**Researcher:** Namaskar sir!

**Respondent:** Namaskar.

**Researcher:** Actually, I am going to conduct a thesis entitled “Head Teachers’ perception on the EMI in Community Schools”. And the main objective of my study is explore the head teachers’ experiences on the EMI in community schools. So, I hope you help me by sharing your experiences.

**Respondent:** Oh! Sure.

**Researcher:** How do you define EMI?

**Respondent:** Yeah, I think, teaching through English language inside the classroom called EMI.

**Researcher:** What do you think, it is fully applied in schools?

**Respondent:** No, because of teachers, students, environment etc. cause not all teachers are perfect in English, not all students from good family and lack of encouraging environment. However we are trying our best to implement EMI in our school.

**Researcher:** How teachers and students get benefited from EMI in your school?

**Respondent:** yeah, English language is the demand of the world. Without English language we can’t be familiar with people and we can’t enhance our knowledge properly so that English medium plays the vital role for both teachers and students, it is the beneficial aspect for them.

**Researcher:** Is it really important? If so what are its' importance?

**Respondent:** Yes it is important because teaching through target language or English language is beneficial for the students they can understand the contents through English language, they can read different types of English literature books ,they can read international news and learners or students get opportunities to communicate in it.

**Researcher:** Do you have any bad experiences about EMI?

**Respondent:** No, but many difficulties I faced and still I am facing while applying EMI.

**Researcher:** How do you encourage the students who are not interested to speak English?

**Respondent:** We will organize different types of motivational programs and motivational speeches about the importance of English language. Then we will suggest time to time to speak English inside classroom and outside the classroom too.

**Researcher:** How do you convince the teachers who are ignoring to apply EMI?

**Respondent:** We will organize different types of teachers training, seminar classes, workshops etc. And we will provide the teaching materials as possible.

**Researcher:** Does English Medium instruction influences students' linguistic skill?

**Respondent:** Sure, they have habituated with their mother tongue and if they use English language their mother tongue will be lost.

**Researcher:** What do you think, what are the procedure to follow EMI?

**Respondent:** We have made rules and regulations for EMI and we are following these rules and regulations. Like talking in English inside the classroom with students except Nepali teacher, If students ask questions in Nepali then teachers should answered in English.

**Researcher:** How do you supervised the EMI in school?

**Respondent:** A head teacher is the most senior teacher and leader of a school, responsible for the education of all pupils, management of staff and for school policy making etc. Head Teacher lead, motivate and manage staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them.

### Appendix III

#### Transcription of Interview with Head teacher B

**Researcher:** Namaskar sir! I am Radhika Karki, student of this year. How are you sir?

**Respondent:** Oh! Namaste! I am good.

**Researcher:** Actually, I am going to conduct a thesis entitled “Head Teachers’ perception on the EMI in Community schools”. And the main objective of my study is to explore the Head Teachers’ experiences on the EMI in community schools. So, I hope you help me by sharing your experiences.

**Researcher:** How do you define EMI?

**Respondent:** Language is important to understand the content, so inside the classroom there is language to teach the subjects. So EMI means the use of English language to teach academic subjects in the school.

**Researcher:** What do you think, it is fully applied in school?

**Respondent:** Yes, it is applied in our school.

**Researcher:** How do teachers and students get benefited from EMI in your school?

**Respondent:** EMI programs are improving students’ English proficiency, they will learn English language skill etc. and teachers also will improve their knowledge about English language and they build their confidence to teach in school.

**Researcher:** Is it really important? If so what are its importance?

**Respondent:** Student, teacher or anyone who is good in English he/ she can easily talk in English, he/she will get good opportunities to develop their economic aspects.

**Researcher:** Do you have any bad experience about EMI in school?

**Respondent:** No, however, at first it was difficult to implement but nowadays it's easy because we all are habituated to speak in English.

**Researcher:** How do you encourage the students who are not interested to speak English?

**Respondent:** We are making them motivated by organizing singing programs in English, giving allow to play different types of games using English words, English speeches programs etc. plays the important roles to encourages the students towards English.

**Researcher:** How do you convince the teachers who are ignoring to apply EMI?

**Respondent:** We used to talk in meeting about the importance of EMI and I request to teachers to speak in English all the time during school and I request to be positive about school but still teachers are ignoring to talk in English and explaining in Nepali in the classroom then I say sorry to them and I advertise for teachers.

**Researcher:** Does English medium instruction influence students' linguistic skill?

**Respondent:** Yes, they are learning new things like: adverb, preposition adjective or they are learning different things from their mother tongue and it hampers in their linguistic skills.

**Researcher:** What do you think what the procedure to follow EMI in school are?

**Respondent:** We give instruction about EMI and they (teachers and students) follow us, we discuss in an orientation classes about teaching always in English, speaking always in English etc. are the procedures to follow EMI.

**Researcher:** Who should be the responsible for EMI?

**Respondent:** School management team, School head teacher and head teacher motivates other staff too for EMI.

**Researcher:** How do you supervised the EMI in school?

**Respondent:** Moving all around the school observing teachers and students.



## Appendix IV

### Transcription of Interview with Head teacher C

**Researcher:** Namaskar sir! I am Radhika Karki, student of thesis. How are you sir?

**Respondent:** Oh! Namaskar! I am good.

**Researcher:** Actually, I am going to conduct a thesis entitled “Head Teachers’ perception on the EMI in Community Schools”. And the main objective of my study is to explore the Head Teachers’ experiences on the EMI in Community schools. So, I hope you help me by sharing your experiences.

**Respondent:** Oh! Sure.

**Researcher:** How do you define EMI?

**Respondent:** The medium of instruction by which we teach the students and EMI is related to quality education so we are focusing on EMI.

**Researcher:** It is fully applied in schools?

**Respondent:** Some (not all) subjects are taught in English to students who speak other languages in their homes. I think without teacher’s active role, EMI never can be successful, so a teacher should encourage and motivate the students to learn and s/he can use different techniques to make the students learn the contents through English and head teacher motivates the teachers too.

**Researcher:** How do teachers/students get benefited from EMI in your school?

**Respondent:** It is really benefited for both of them, teachers can enhance their knowledge for better job and students can enhance their knowledge for better opportunities.

**Researcher:** Is it really important? What are its importance?

**Respondent:** It makes enable to people to communicate easily with the people who live far from them. Teachers and students both got better understanding in English language and it has help to teach easily and to understand content easily.

**Researcher:** Do you have any bad experiences about EMI in school?

**Respondent:** Students feel difficulties to talk in English and they can't express their statement clearly. They understand the lesson but cannot write properly and do not participate in class activities. They have not English environment at their home.

**Researcher:** How do you encourage the students who are not interested to speak English?

**Respondent:** We are role model to the students, we always sound positive towards students, we established good rapport with studentsetc. Then they become motivate easily.

**Researcher:** How do you convince the teachers who are ignoring to apply EMI?

**Respondent:**To convince will organize teachers training, workshop, seminar classes are organized time to time.

**Researcher:** Does English medium instruction influences students' linguistic skill?

**Respondent:** Yeah, its impact on student learning, accessibility to education and its impact on linguistic diversity and social justice.

**Researcher:** What do you think, what are the procedures to follow EMI in school?

**Respondent:** We followed rule and regulations in the school.

**Researcher:** In your opinion who should be the responsible for EMI?

**Respondent:** School management, teachers and students should be the responsible.

**Researcher:** How do you supervised the EMI in school?

**Respondent:** Moving all around the school, asking to teachers about students and asking to students about teachers.

## Appendix V

### Transcription of Interview with Head teacher D

**Researcher:** Namaskar sir! I am Radhika Karki, student of thesis year.

**Respondent:** Namaste!

**Researcher:** Actually, I am going to conduct a thesis entitled “Head Teachers’ perception on the EMI in Community Schools”. And the main objective of my study is to explore the Head Teachers’ experiences on the EMI in Community Schools. So, I hope you help me by sharing your experiences.

**Respondent:** Okay. You can ask..

**Researcher:** How do you define EMI?

**Respondent:** In school where English language is medium to teach academic subjects called EMI.

**Researcher:** What do you think, it is fully applied in schools?

**Respondent:** No, most of the teachers are habituated in Nepali language as a medium of instruction but some new teachers using EMI in the classroom.

**Researcher:** How do teachers/ students get benefited from EMI in your school?

**Respondent:** They can get better opportunity in their own way and they can development their personality.

**Researcher:** Is it really important? If so what are its importance?

**Respondent:** They develop their communication skills and they get chance to learn new language with content knowledge.

**Researcher:** Do you have any bad experiences about EMI in school?

**Respondent:** Yes, not all teachers have good knowledge about English language and not all students have same ability to learn. So, it is difficult to implement in school.

**Researcher:** How do you encourage the students who are not interested to speak English?

**Respondent:** We used to suggest time to time to speak English, explaining the importance of English language and we also used English while talking in our teachers group and talking with students.

**Researcher:** How do you convince the teachers who are ignoring to apply EMI?

**Respondent:** We suggest to apply EMI in the classroom if they are unable we do help by giving personal solutions of their problems but if again they are ignoring then we can't excuse.

**Researcher:** Does English medium instruction influence students' linguistic skill?

**Respondent:** Yes, they feel difficult to develop their English language proficiency due to their mother tongue.

**Researcher:** What do you think, what are the procedure to follow EMI?

**Respondent:** English language is needed for community schools because private schools have good English speakers. So, we made the rules to speak English while we (teachers) or (students) enter the schools but not it fully implemented however we are trying..

**Researcher:** Who should be the responsible for EMI?

**Respondent:** Head teacher, teachers or school management team all should be responsible.

**Researcher:** How do you supervised the EMI in school?

**Respondent:** I used to supervise the EMI moving all around school to check the teachers performance and students activities from outside the classroom.