

Chapter: I

Introduction

This study entitled as “**Teachers’ Experiences in Implementation of English as a medium of Instruction**” tends to find out the experiences gained by teachers while implementing EMI in community schools in terms of resources materials, administrative supports, challenges, and opportunities and to suggest some pedagogical implications. It consists background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definition of key terms used in the study.

Background of the Study

Language is a means of constructing and maintaining social relations. The development of new technology has enabled people to maintain a relation, who have diverse national, linguistic, and cultural background. New technology has turned the world into a small village and further helped to embrace the practice of globalization. Global communication requires not only the technological advancement but also the proper linguistic code. If the used linguistic code were not intelligible to the participants, there would be miscommunication or no communication. To enable the learners exchange their ideas around the globe, they must be able to communicate through a global lingua franca, a common connection language. Today, we live in an interconnected globalized world where the number of non-native speakers of English exceeds the native ones. Global language bridges communication among the people who have different native language. In this regard, Dube and Ncube (2013, p.250 as cited in Eshun and Ewie 2015, p.1) argue, “Education and language are dependent with each other. If education is to be attained, language has to be used and for language to endure, survive, and be respected, it has to be taught in schools.

EMI refers to the teaching and learning of content or academic subjects in the English language in situations where English is not the majority language (Ducker 2019, p.1). In this regard, Simpson (2017, p.5) says “EMI.....referring to the use of the English language in education systems at all levels: early years, primary, secondary, and tertiary, to teach and learn other subjects- such as mathematics, science, and social studies.” Similarly, Richards and Rodgers (2001) state, “EMI is informed by the principles of content based instruction. Content-based instruction

refers to an approach of second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. With the pace of time, the developing countries like Nepal are being influenced from globalization. Consequently, the provision of English medium instruction has flowered into the angle of language policy in Nepal. English has become the language of hope and progress. Recently, almost all the courses in the schools and universities are being taught in English. In this vein, Crystal (2004 as cited in Ryhan, 2016, p.4) has stated that the adoption of English as medium of instruction (EMI) has been sweeping across the higher education landscape worldwide. English has been introduced not only as English but also Englishes. Gil(2005, p.73) mentions that the spread of English as global language has led to a number of local varieties as Indian English , African English, Japanese English, etc.

English is not only remained as the properties of native speakers but also, it is more popular, standard in non-native speakers and countries. It has established cultural and lingual harmony among the people in diverse contexts. They enjoy the dignity, prestige, opportunities in English language. English medium instruction was only the medium of instruction in private schools of Nepal earlier, but the trend has shifted to the government schools hereby. In Nepal, English language is used as medium of instruction in different private and government schools as well.

English as a medium of instruction has been increasingly used and has become an issue. Most of the people want to make their children fluent in English because of its use and popularity. Therefore, they want to send their children in English medium school. If we ask the concerned authorities about it, they ponder that it has become a milieu for developing students' communicative ability in target language due to spread of it. The main goal of EMI is to develop the linguistic competence, which helps students to adjust in the globalized world where it is taken as a language of business, science, and technology. Nevertheless, especially in countries like Nepal it is really challenging job to implement EMI where English is second or third language of the students. Due to the non-English background of the teachers and students, there are some difficulties to use EMI in the classroom such as problems of understanding, explaining, translating, as well as communicating. For proper implementation of EMI, teachers need to be skilled and should have the sound knowledge of English. In this

thesis paper, I focused on the experiences of subject teachers from community schools setting on EMI. In addition, this paper compared the experiences of teachers from community schools in terms of resources, materials, administrative support, and challenges faced by them.

Statement of Problem

English language is viewed as the global language. In this line, Pennycook (2001) says, English is taking up such an important position in many educational systems around the world; it has become one of the most powerful means of inclusion into, or exclusion from further education, employment, or social positions. Moreover, English has been playing the role of global lingua franca to facilitate the process of communication between the people from diverse linguistic background. In this regard, Giri (2015, pp.64-65) writes, “The English language occupies an impeccable and indispensable place in the socio-economic system, and therefore, the drive for its learning is paramount. English is, therefore socially, economically, and educationally elevated and higher than all local language.” EMI is a recent concept in Nepal and this is a policy of Ministry of Education, according to which schools and universities courses are taught in English. Although English is spoken by a very few speakers in Nepal, it has occupied a significant position in Nepalese education system.

Educational manual (2015) has made the provision of EMI in community schools. It is a newly developed method of teaching which the fresh and novice teachers can easily adopt because they are more familiar with English language. On the other hand, the old ones have been applying an out dated teaching methods and approaches to teach the language. Most of them have been following grammar translation method as the medium of instruction. In this regard, they might not be proficient enough to shift their teaching method into the very new method, which is EMI. However, government has made several plans and policies regarding ELT and EMI, they are not brought into effective practice and publicity. That is why; it has been one of the burning issues in the field of ELT in Nepal. However, in the similar vein, as the instances of international practices of EMI, the countries such as Ghana, Turkey, and Rwanda have failed to continue EMI education because of lack of educational infrastructure, teacher’s proficiency in English, proper teacher education programs, and in-service professional development (Tylor,2010).

I selected this area for my study because most of the community schools of Nepal have been shifting their medium of instruction from Nepali to English language. It has been a genuine issue of discussion in today's pedagogical fields among the teachers. Therefore, as the researcher I was interested to study this area because I wanted to explore the teachers' experiences towards implementing EMI in community schools and challenges faced by them in course of adopting EMI. Many researches have been conducted in this field but no one has still addressed this issue and it is not found what sorts of experiences are the teachers gathering in the process of implementing EMI. In accordance to my experience, while involving in community schools jobs, some of my colleagues shared their experiences about difficulties they faced while using EMI. These kinds of experiences motivated me to conduct this research study.

Significant of the Study

This study is concerned with the teachers' experiences in the implementation of EMI in community schools. Various researches have been carried out in this area but no one's work has been conducted on this topic, which is "Teachers' Experiences in Implementation of EMI" in the department of English education yet. This study will provide information about the experiences of secondary level teachers while implementing EMI in community schools. Therefore, this study will be helpful for school administration that are practicing EMI in their schools and who are keenly interested in EMI. Particularly, for the policy makers, English language teachers, non-English teachers and those who are interested to carry out the research related to English as a medium of instruction.

I hope this research will be beneficial in many ways. Firstly, theoretically the findings of the research can be useful for the readers and will provide additional information to the existing studies about the implementation of EMI in public schools in Nepal. Secondly, practically the English language teachers in the schools will use the findings of the research as effort to improve the language in teaching. Moreover, this study will be advantageous for non-English teachers of *Nepal* to know the existing situation and teach them accordingly.

Objectives of the Study

The main objectives of this study were:

-) To identify the experiences gained by the secondary level subject teachers in EMI classroom in terms of resource materials, and administrative support.
-) To find out the challenges faced by teachers inside the classroom.
-) To suggest some pedagogical implications of this study.

Research Questions

Research questions are essential to achieve the objectives of the study. The research questions of this study were as following:

-) What sorts of experiences do community school's teachers have in EMI classroom?
-) What problems / challenges do the teachers face in implementation of EMI?
-) What are the benefits of implementing EMI?

Delimitations of the Study

It is difficult to include a large sample in this small research due to limited time and resources. Therefore, the delimitations of my study were as follows:

-) Study was delimited to the community schools (any 3) of Rupandehi district where English is implemented as the medium of instructions.
-) Likewise, five secondary level teachers were the sample population of this study who has been teaching different academic subjects except English and Nepali.
-) In the same way, the sample population was selected using purposive non-random sampling procedure and I used unstructured interview and informal conversation as the tools for the collection of data and information.
-) This study was based on narrative inquiry research design. Moreover, collected data and information were analyzed by using thematic analysis.

Definition of Terminology

These key terms explanation's function is to make the readers understand exactly about the words and phrase.

Community School: According to my study, it means those schools that get grant and run by local governments/ community schools.

English as the medium of Instruction (EMI): Use of English to teach academic subjects except (English and Nepali) in schools is defined as English as the medium of instruction in my study.

Experiences: Practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity.

Implementation: The process of making something active or effective.

Medium of Instruction (MoI): The term medium of instruction refers to the language used to teach academic subjects in schools in my study.

Chapter: II

Review of Related Literature and conceptual framework

This purposed research is focused on the study of the experiences of community schools teachers' in implementing EMI in Rupandehi district. For the better understandings of this area, I have reviewed some theoretical and empirical literatures.

Review of Related Theoretical Literature

A number of books, policy, documents, and writings related to the study were reviewed under the following thematic sub-headings in this section as follows:

English language teaching in Nepal

Nepal is one of the least developed countries in South Asia, with 25.16% of the total population living below the poverty line (Central Bureau of Statistics, 2011). It is a multicultural and multiethnic country with 123 languages distributed among 126 ethnic groups and 56 indigenous communities (Census of Nepal, 2011). Despite the many indigenous languages, Nepali, the language of the dominant communities, has been the first written official language since 1905 and was made the only medium of instruction in schools in 1976 (Eagle, 1999; Weinberg, 2013, as cited in Sah & Li 2018). Nepali-only ideology remained very strong until 1990 within the “one-nation-one-language” framework. As Nepal was never colonized, English had a different route in Nepal. In 1850 Jung Bahadur Rana, the first and most influential Rana ruler of Nepal, visited England and other European countries and realized how English skills could facilitate global interaction, global political power, and Western education for their children (Sah & Li 2018). Consequently, he hired two British teachers and started teaching the English language to his children. Later, in 1892, the school was officially called the Durbar High School and limited to the elite children; this was the formal introduction of EMI in Nepal.

Since then, English has held a greater symbolic value than Nepali, being limited to the people of the highest social class in stratified Nepalese society (Phyak, 2016 as cited in Sah & Li 2018). After the restoration of democracy in Nepal in 1990, government adopted a liberal policy to allow the establishment of private schools which then “expanded at a dramatic pace, both in terms of numbers and in relation to

the student base it was directed at” (Thapa, 2011, p. 36 as cited in Ojha 2018). These private schools, opened in district headquarters and other cities, used English as the exclusive medium of instruction and made the language accessible to people who could afford to pay the tuition fees. In addition, the private schools had high pass rates for their students in national examinations such as the Grade 10 School Leaving Certificate, spreading the perception amongst parents that quality education was synonymous with private schools and proficiency in English (Ghimire, 2016 as cited in Ojha 2018). Similarly, community schools performed poorly in SLC examinations, mainly due to poor management and lack of resources, and lost the confidence of parents for the education of their children (Mathema, 2007). They witnessed a huge decline in the number of students as parents who could afford it opted to send their children to private English medium schools. To ensure their continued existence, many community schools felt compelled to consider moving from Nepali to English as the medium of instruction (Phyak, 2013).

The schools, who are implementing EMI, attracted the attention of parents and there was a significant increase in the number of students enrolled in these schools. In some cases students from private schools also shifted to these community schools (Republic, 2013). To address this achievement gap and respond to parents’ demands, English was later started from Grade 1 by the MOE. In 2000, the government developed Education for All: National Plan for Action (2001–2015) whose primary focus was to increase ‘access’ to English education in public schools (MOE, 2001). Henceforth, the demand for English-medium education increased. In about 10 years, the percentage of EMI private schools reached from 9% to 27% of the total schools in Nepal (CBS, 2011). Later, the Education Act (Government of Nepal, 2010) legitimated English as the medium of instruction, in addition to Nepali and other local languages, in public schools. Subsequently, there has been a huge trend among public schools to overhaul their Nepali MOI to EMI. Grounded in this Act, the Department of Education, in conjunction with financial and technical support from the British Council, is piloting a three-year project on EMI (2015–2018) in three districts (Jhapa, Nawalparasi, and Surkhet), so, EMI policy will be implemented in all public schools in Nepal. (The Kathmandu Post, 2015, cited in Sha& Li 2018).

English as a Medium of Instruction (EMI)

The English language is one of the most widely spoken languages in the world and serves multiple purposes in a rapidly globalizing world. Its wide use extends from politics and economy to technology, science, media, and communication. Its mastery opens doors to more information than the mastery of any other language (Crystal, 2003). The importance of English language learning and its usage as a medium of instruction divides opinions. Madhavan and MacDonald (2014,p.1) define EMI as “the teaching of the subject using the medium of the English language, but where there is no explicit language learning aims and where English is not the national language.” English as medium of instruction is concerned with the use of English language to teach different academic subjects such as science, social, math, population and so on. In this regard, Dearden (2014, p. 2) states, “EMI is use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.” Therefore, the use of English medium is the way of activities of teaching in English. Because of the global spread of English language, most of the countries are integrating English in to the education and Nepal is not an exception.

Due to the massive use of English all over the world, most of the non-English countries are compelled to review their policies regarding medium of instruction in education. Therefore, English as a medium of instruction is the great interest to language and language policy makers in the era of globalization and internationalization. Moreover, the proponents of contents based instruction advocates in favor of EMI (Bist 2015, p.12). They opine that if the subjects such as science, history, mathematics, etc are taught through English medium, English will be simultaneously acquired as a bonus along with the content learnt. However, Phyak (2016, as cited in Phyak, 2017, p.9) states that public schools have misrecognized the EMI policy is the best way to promote quality education.

Medium of Instruction (MoI)

The medium of instruction is the language used in the school to implement the curriculum. Teaching the language, or educational contents, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it; therefore to develop their control of its (British

Council, 2008). Medium of instruction is a vehicle through which education is delivered. The role of language of instruction can be linked to that of pipe carrying water from one destination to another or that a copper wires in transmitting electricity from one station to another. Just as a pipe is an important medium in carrying water and copper wire an important medium for transmitting electricity (Qorro, 2006). It shows that language as a medium of instruction plays a crucial role in transmitting education and shaping the learning activities that take place in all classrooms and on all playgrounds. The language of instruction is an indispensable medium for carrying, or transmitting education from teachers to and among learners. On the other hand, Coskun and Civan(2016,p.1982) views, “the effect of the medium of instructional language lies on the academic success of university students”.

EMI in Public Schools

English as medium of instruction (EMI) is a recent concept in Nepal and this is a policy of Ministry of Education according to which school and university courses are taught in English. In the education system of Nepal, the medium of instruction was Nepali language for other academic subjects except English. However, Private schools have been teaching only in English for years while public schools have instructed only in Nepali. The medium of instruction has remained a debatable issue among the scholars inside and outside the country. With the restoration of democracy in Nepal in 1990, Nepal government realized the need of mother tongue education (MTE) in consonance with the UN declaration made in 1951. As a result, the constitution of the kingdom of Nepal (1990) has made the provision of mother tongue education in primary level. Likewise, National commission for language policy (1992) has recommended mother tongue as medium of instruction at primary level education system. Taking the reference from NCF 2007, Sing, Zhang and Besmel (2012, p. 371) mention that different policy documents under national plan like education for all, vulnerable community development plan(2004) have opened arenas for structuring school education encouraging inclusive education through mother tongue education.

People enjoy the dignity and opportunities of English language. They take English as the language of hope, progress, and modernity. It is taken as a means of reflecting dignity and identity in the society. People feel confident and secure if they

know English. All these factors inspired parents to send their children to learn English without considering what the state policy states. English language as pluralistic language has been creating homogeneity in terms of geographical location as almost all the countries have introduced English in their education system. English is becoming more diverse in its forms, functions, and cultural associations, that is, English has been turned from English to Englishes and medium of instruction from vernacular languages to English language.

The developing craze for the English language among the students and parents bought most of the students from community schools to private boarding schools. The number of students in public school has been decreasing gradually in Nepal. The students, though they learn the English language from primary level cannot communicate in English and do not have good command over the English language. Nevertheless, many community schools have started introducing the English language as a medium of instruction. This has made EMI trainings to public school teachers a must. After the completion of EMI training, the trained teachers can use English as a medium of instruction, plan their lesson, prepare teaching materials, train other teachers and become more creative (Kadel, 2015 August 9).

Language practices as EMI versus MTE

Rahman (2005, p. 243) writes: English is still the key for a good future- a future with human dignity if not public deference; a future with material comfort if not prosperity; a future with that medium of security, human rights and recognition which all human beings desire. Therefore, irrespective of what the state provides, parents are willing to part with scarce cash to buy their children such a future. People enjoy the dignity and opportunities of English language. They take English as the language of hope, progress, and modernity. It is taken as a means of reflecting dignity and identity in the society. People feel confident and secure if they know English. All these factors inspired parents to send their children to learn English without considering what the state policy states. English language as pluralistic language has been creating homogeneity in terms of geographical location as almost all the countries have introduced English in their education system. English is becoming more diverse in its forms, functions, and cultural associations, that is, English

has been turned from English to Englishes and medium of instruction from vernacular languages to English language.

Most indigenous people and minorities have to accept subtractive education where they learn a dominant language at cost of the mother tongue, which is displaced and later often replaced, by the dominant language. This shows that mother tongue education builds a good relationship between school and home of the students. It provides relief to a child from having psychological shock of classroom performance as s/he can express ideas in his/her mother tongue comfortably. In the same vein, it would be appropriate to educate the children in their mother tongue in order to make the break between home and school. Benson (2016, p.3) concedes: the mismatch between home and school language has long plagued education system worldwide, but is particularly, problematic in low income countries those whose colonial legacies burdened them with exogenous language in formal and official domains...the use of learners 'own language for literacy and learning across curriculum provides a solid foundation for basic and continuing education and for transfer of skills and knowledge to additional languages. This view supports mother tongue education, which has potential to maintain harmonious relationship between students' home and school environment, and it can make students feel comfortable at school as they can express what they want and think in their own languages. Mother tongue education can be used for making foundations of knowledge in economically poor countries.

However, there is growing public craze towards the English language as the growing attraction of parents and students towards privately run education institutions in the country whether at the university level or the school level. Consequently, the role of English is significant and its use has been the quality parameters in the practice and delivery of quality instruction in the academic institutions.

Challenges of using EMI in public schools in Nepal

In response to globalization, English has emerged as the international language of academic communication in the last several decades. This has led to a global phenomenon of using English as the medium of instruction (EMI) to teach academic subjects in non-English speaking countries. As English is learned in a place where it is not typically used in ordinary communication, this policy enforces the use

of English and provides ample of opportunities for non-native local students' English use along with the learning of subject areas in the classroom. Similarly, Harmer (2007,p.176-185) presents the following challenges that world have been facing are as follows; mixed ability classes is one of the biggest problems of teaching English as a foreign language. In this type of class, have different students having different learning abilities. In the same way, use of mother tongue is one of the crucial problems regarding teaching English as a foreign language. Most of the students use their MT in the classroom.

It creates problems for teachers that the students use their native language rather than English to perform classroom tasks. Such as having a discussion of doing, an English language exercises, for example role-play, dialogues. Dealing with homework is another challenge in ELT. Many teachers face problems regarding the students who do not want to talk in class. Sometimes, it is because there are other students who dominate to them and they are not used to talk freely in the classroom setting. Similarly, they may be suffering from a fear of making mistakes in front of teachers and their colleagues. Similarly, Khati (2015) argues, that the schools, which have adopted English as a medium of instruction, have made the decision without any directive plan of the government, but with their own interest and individual strategy to bring changes in the school.

Nepal is a developing country and because of inadequate resources, EMI teachers and students are facing challenges on it. Availability of text books on time, limited support, loneliness, language barrier, having not enough time are some problems in teaching English in public schools. According to Coleman (2006), the numerous complex and often predictable challenges and limitations of EMI in higher education include:

-) Inadequate level of English language proficiency of lecturers
-) Inadequate level of English language proficiency of domestic and international students
-) Lack of interest and motivation among students and staff
-) Lack of confidence to learn in a foreign language
-) Additional workload for lecturers and students
-) Lower quality of teaching and lower transfer of knowledge

-) Unwillingness of lecturers to teach in a foreign language
-) Lack of experts in a specific subject field who can and want to teach in English native-speaker lecturers who are unwilling to adopt to the needs of non-native students
-) Possible threat of EMI to cultural identity and the native language
-) Problems with organization, administration, and infrastructure
-) Increased preparation time for lecturers
-) Lack of financial resources
-) Availability of teaching materials in English
-) Fair and transparent assessment for domestic and international students

In conclusion, there are lots of challenges to use EMI in public schools of Nepal. Such as teachers' language ability, classroom size, number of students, mixed ability classes, lack of exposure and motivation, inadequate resource, library and books available, MT are main challenges to use EMI of in public schools of Nepal. Despite these challenges, some public schools have also changed the MOI from Nepali to English in Nepal.

Opportunities of Using EMI in public Schools of Nepal

EMI is an increasing phenomenon in public schools of Nepal. English language is assumed passport to global world with which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. Regarding this Giri (2011, p.13) writes "English today has established itself as a language of power because it has been using as a tool as well as a resources for social mobility, linguistic superiority and educational and economic benefit." Developing target language vocabulary is one of the great opportunities of using EMI. Harmer (1991, p.153) says, "If language structure make up the skeleton of language then it is vocabulary that provides the vital organs and flesh." In other words, it is said that without vocabulary language is not complete itself. Therefore, vocabulary is an integral part of foreign language teaching and learning. Without having a large English vocabulary, students cannot express their ideas clearly and easily in English. The large vocabulary students have their ideas clearly and easily in English. The large vocabulary students have the more they become more confident and can express their ideas in different fields.

Although the motives for implementing EMI may vary, most experts and researchers tend to agree on the main advantages and benefits of EMI in a globalized and increasingly interconnected world. In this way Doizet.al(2013) includes the various opportunities;

-) Internationalization of curricula and higher education
-) Attraction of international partner universities and expansion of international networks
-) Attraction of international as well as domestic students and staff
-) Student and staff mobility
-) Participation in international projects and research
-) Access to teaching and research materials
-) Graduate employability
-) The market in international (and domestic) fee-paying students
-) Cultural diversity, intercultural competences
-) International reputation and visibility

To sum, there are many of an opportunities to use EMI in public schools of Nepal. Such as develop personality, to bridge the gap between private and public schools in quality education, develop target language vocabulary gain world body of knowledge to get better job and successful career in Nepal as well as foreign countries are major reasons for using EMI in public schools of Nepal. English has the treasure of knowledge available in the world. Therefore, it is desirable to use EMI in the schools of Nepal.

Review of Empirical Literature

In the field of English language teaching number of thesis have been conducted. In addition, there are articles, which are somehow related with this study, so we went through some research works for literature review. The reviews of the empirical literatures are as follows;

Bhandari (2000) carried out an Experimental research entitled ‘Effectiveness of medium of instruction in teaching English preposition: a practical study’. The main objective of research was to find out the effectiveness of medium of instruction in teaching preposition. Pre-test and post-test were the research tools for data collection

and data were analyzed quantitatively by using statistical tools. The main findings were the students taught through Nepali medium, performed double then the students taught through English medium. In this way he found that teaching English preposition through Nepali medium is far better than teaching through English medium.

Gaire (2014) conducted a case study on expectations and challenges faced by public schools for implementation of EMI. The research was conducted to identify the expectations of stakeholders of the schools in implementation of EMI and also to find out the challenges faced by teachers, parents and SMC to continue the EMI program. Besides, she attempted to explore the reasons that forced them to quit the EMI program. In her study, she found that the schools want to implement EMI to stop the flow of students towards discrimination and bridge the academic gap between the children rich or non-dalit and poor or dalit, etc.

Bist (2015) conducted the survey research work entitled 'Shifting the medium of instruction in Nepalese schools; an attitudinal study of ELT practitioners'. The main objective of that research was to find out ELT teachers attitudes on shifting the medium of instruction from Nepali to English language in schools of Nepal. For his research he used non-random sampling procedures to select the sample and data were elicited from them using an open ended questionnaire. 30 ELT practitioners of Kapilbastu district were taken as a sample. Data were analyzed descriptively and interpreted using simple statistical tools. Main finding was that most of the government-aided schools are not well prepared to adopt English as a Medium of instruction.

Khatri (2016) has written one research article in NELTA journal 2016 entitled 'English as a medium of instruction, my experience from a Nepali Hinterland'. For this research he has used non-random sampling procedure to select the sample. He has talked with two head teachers, two parents, three teachers, two students and a teacher trainer in lower part of Solukhumbu and data was elicited from them using open unstructured interviews and observations. Main finding of his research was the policy regarding EMI is not comprehensive. He suggested that transitional model of language education is appropriate for multilingual country like Nepal.

Thapa (2017) carried out a research entitled “Secondary level students perceptions of using English as a medium of instruction (EMI) in public schools” to find out secondary level students perceptions of using EMI in terms of opportunities and challenges in public schools of Tanahun district. This study followed survey design. The researcher used purposive non random sampling procedures to select thirty secondary level students studying in two public schools of Tanahun district, where EMI has been implemented. A set of questionnaire was used as a tool for data collection. The data collected through close ended questionnaire was analyzed statistically and open ended questionnaire was analyzed descriptively. The study shows that all of the respondents had positive attitude towards EMI that it offers greater opportunity for further study. The researcher also found that almost all of the students (i.e. 96.66%) opined that English provides good career prospects. No availability of English medium textbooks on time and difficulty in using English as the means of classroom interaction with teachers are main challenges related to EMI. Moreover, most of the respondents (i.e. 93.33%) opined that interaction between teachers and students should be in English medium as well English medium textbooks and supportive materials should be available on time.

Nyaupane (2017) conducted a research on “Parents perception of English as the medium of instruction in public schools in Nepal” to find out the perception of parents from public schools towards EMI. Survey design was followed to conduct this study. Similarly, thirty parents from Taklak VDC of Parbat district were selected as sample population of the study. The researcher used both primary and secondary sources of data. He applied non-random sampling procedure. He had selected thirty parents to collect the required information. The interview schedule was used as research tool. The collected information was analyzed and interpreted descriptively i.e. quantitatively and qualitatively. He found that all the parents want their children to admit and teach in English medium schools. They see English medium private schools are doing better for quality education and good result. So, they want English medium instruction in public schools too. He also found that there is gap between parents 30 among 30 (i.e. 100%) of public schools of are in favor of English as the medium of instruction to be adopted in public schools. most of the parents (i.e. 96.67%) have belief that EMI plays vital role for quality education. All parents

have the perception that the persons having good knowledge and skills of the English language earn better and it raises the standard of their lives.

Bhusal (2017) carried out survey research work entitled “Implementation of English as a medium of instruction: Non-English teachers’ perceptions. The main objectives of this study were to explore the existing situations of English as a medium of instruction applied by non-English teachers at the community secondary and lower secondary schools in Kathmandu district and to explore perceptions of secondary and lower secondary level non-English teachers regarding the use of English as a medium of instruction. He used a set of questionnaire as the major tool for data collection from the informants. He used both open ended and close-ended questions to collect the required information and purposive sampling procedure was used for selecting sample population and sample size consisted of thirty-three non-English teachers from community schools where EMI has been implemented. The data obtained from informants were analyzed descriptively and interpreted using simple statistical tools i.e. percentage and tables. This study showed that EMI has not been implementing effectively because almost all non-English teachers (91%) have not been provided training, guidelines, reference materials and orientation classes. In this study, the researchers also found that teachers had positive attitude towards implementing EMI, they know the global needs and importance of the English language. Another thing he found out that they need support from institutional agencies and different training packages should be developed and delivered to make EMI effective.

Lamichhane (2017) conducted a research entitled “Practices and challenges in implementing English Medium instruction in public schools”. The main objectives of this study were to find out the current practices of EMI and challenges in implementing EMI in public schools and to find out the perception of teachers on effectiveness of EMI in public schools. This study followed survey design to find out current practices and challenges related to the research problem. In this way, the population of this study was all of the teachers teaching in public schools of Kathmandu district at primary level where EMI has been implemented. To conduct this study the researcher purposively selected 30 teachers teaching in different English medium public schools at primary level in Kathmandu district. The researcher of this study used questionnaire as a research tool. Both close ended and open ended questions were used to find out the current practices of EMI and challenges of

implementing EMI. The data were analyzed and interpreted using statistical tools as well as descriptively. This study showed that English and Nepali languages are used as the medium of instruction at primary level. Likewise, most of the teachers face training and students related problems while implementing EMI. However, it is found that EMI is necessary because of the growing demand of parents in public schools; it can be effective at primary level to enhance speaking and writing skills of the students.

Sha and Li (2018) conducted a critical qualitative case study on ‘English Medium Instruction (EMI) as Linguistic Capital in Nepal: Promises and Realities’. The main objective of the study was to examine the ideological understanding of EMI among administrators, teachers, and students and its implementation process. The key research questions were: (1) What are the ideologies of different stakeholders (i.e., administrators, teachers, and students) toward EMI policy; and (2) How is EMI policy being implemented in a low-resourced public school, and does it help students enhance their English skills and content understanding? To understand the on-the-ground practice and effects of the EMI policy, a qualitative case study was conducted at “Shree Rastriya Secondary School (SRSS)” (pseudonym) (that included Grades 1–10) located in a suburb of the Kathmandu Valley. Data were collected from in depth interview and focus group discussion. The findings of the study were: (a) EMI as linguistic capital to compete with private schools; (b) EMI as a burden for teachers; and (c) EMI as an illusion for students.

Ojha (2018) conducted a case study on ‘Shifting the Medium of Instruction to English in Community Schools: Policies, Practices, and Challenges in Nepal.’ The main aim of this study was to examine the perceptions of a school principal, parents, teachers and students from a community school using English as the medium of instruction regarding the needs, practices and challenges they faced in implementing EMI. The data was collected using unstructured interviews with the principal and parents, and focus group discussions with teachers and students. The data was collected in Nepali and translated into English. All the respondents were from the same school located in one of the district headquarters of the Far-Western Region of Nepal. All together 22 respondents associated with the school – the principal, 5 teachers, 7 parents and 10 students – were consulted to elicit the required data. Parents, teachers and students who were available on the school premises during the

visit to the school in April 2016 were selected using judgmental non-random sampling for the study. The data collected from the various stakeholders was analyzed qualitatively using an interpretative paradigm. It was classified into various themes relating to the use of English as the medium of instruction that emerged from the interviews and focus group discussions. The themes emerging from the interviews and focus group discussions were: motivation for selecting EMI, the decision making process for changing to EMI, the impact of EMI and the Challenges in the implementation of EMI.

Rai (2019) carried out the study entitled “Teachers perceptions on English language as a medium of instruction”. The main objectives of this study were to analyze how teachers perceive English as a medium of instruction in teaching subjects’ content and to analyze teachers’ practices in English as a medium of instruction in the real classroom. Survey design was followed to conduct this study. The researcher of this study used questionnaires as the research tool for data collection. She used close ended and open ended both types of questionnaire. To conduct this study the researcher purposively selected samples and provided the set of questionnaire to fifty non-English teachers for collecting data in this study. In this study, the researcher found that the teachers were found having the positive perceptions regarding the implementation of EMI but they were also found to be having challenges to implement it effectively in the real classrooms. The majority of teachers, based on the data, were found involving their students in interaction in the English language for implementing EMI effectively. In the same way, majority of the teachers (i.e.86percentage) related that English is an international language. So, EMI should be implemented in schools as it helps to provide the quality education to the students. It is also found that teachers perceived that EMI supports their students to have better career advancement in future as most of the respondents (i.e.70 percentage) responded.

Khatri (2019), conducted a research on “ Teachers’ Attitudes Towards English as a Medium of Instruction ” to find out the teachers’ attitude towards using EMI in the public schools of ILam. This research explore the challenges faced by the secondary level teachers while adopting EMI. To conduct this research twenty secondary level teachers were selected purposively and data were collected using questionnaire consisting of both close ended and open-ended questions. The research

has been prepared on the basis of mixed method research carried out language teachers. The main objectives of the study were to find out the English language teachers attitudes towards English as a Medium of Instruction (EMI) and explore the challenges if any faced by the teachers while adopting EMI in the public schools. To fulfill these objectives, twenty secondary level English teachers were selected purposively. Questionnaire was used as the main tool for the collection of the data. For this, both close-ended and open-ended questions were set in a single sheet and distributed to draw data from the primary sources. Moreover, close-ended questions were used to obtain quantitative data and open-ended questions were asked to draw qualitative data from the respondent teachers.

Then, data collected from the questionnaire were sorted, presented, analyzed and interpreted using both the quantitative and qualitative ways on the basis of nature of the data. The results of the study revealed that teachers of public schools were found aware of the basic concept of the notion of English as a medium of instruction. They were found positive in implementing EMI in conducting their daily teaching and learning activities. The study also showed that teachers of secondary level have been facing different challenges in adopting EMI in the classroom like students' weak exposure to English, mother tongue interference, unresourceful schools, and linguistic diversity in the class. The study recommended that there should be conducive and encouraging environment in the public schools for the teachers for adopting EMI in the class. The schools should be made resourceful and well equipped with modern technologies.

The review of related literature helped us to broaden our knowledge about the EMI. It helped us to analyze the condition of EMI in Nepal in past years. By the literature review I found the gap for research, in the field of EMI, many studies have been carried out. There is lack of researches in implementation of English as a medium of instruction, comparative study of subject teacher's experience from public schools.

Implications of the Review for the Literature

The central focal point of the literature review is to examine and evaluate what has been done on the topic and ensure researcher read widely around the subject area in which s/he is interested. Kumar (2011.p.46) states, "Reviewing the literature can be

time consuming, daunting and frustrating, but it is also rewarding.” It is as integral part of research. While reviewing the literature I went through various theoretical and empirical research studies.

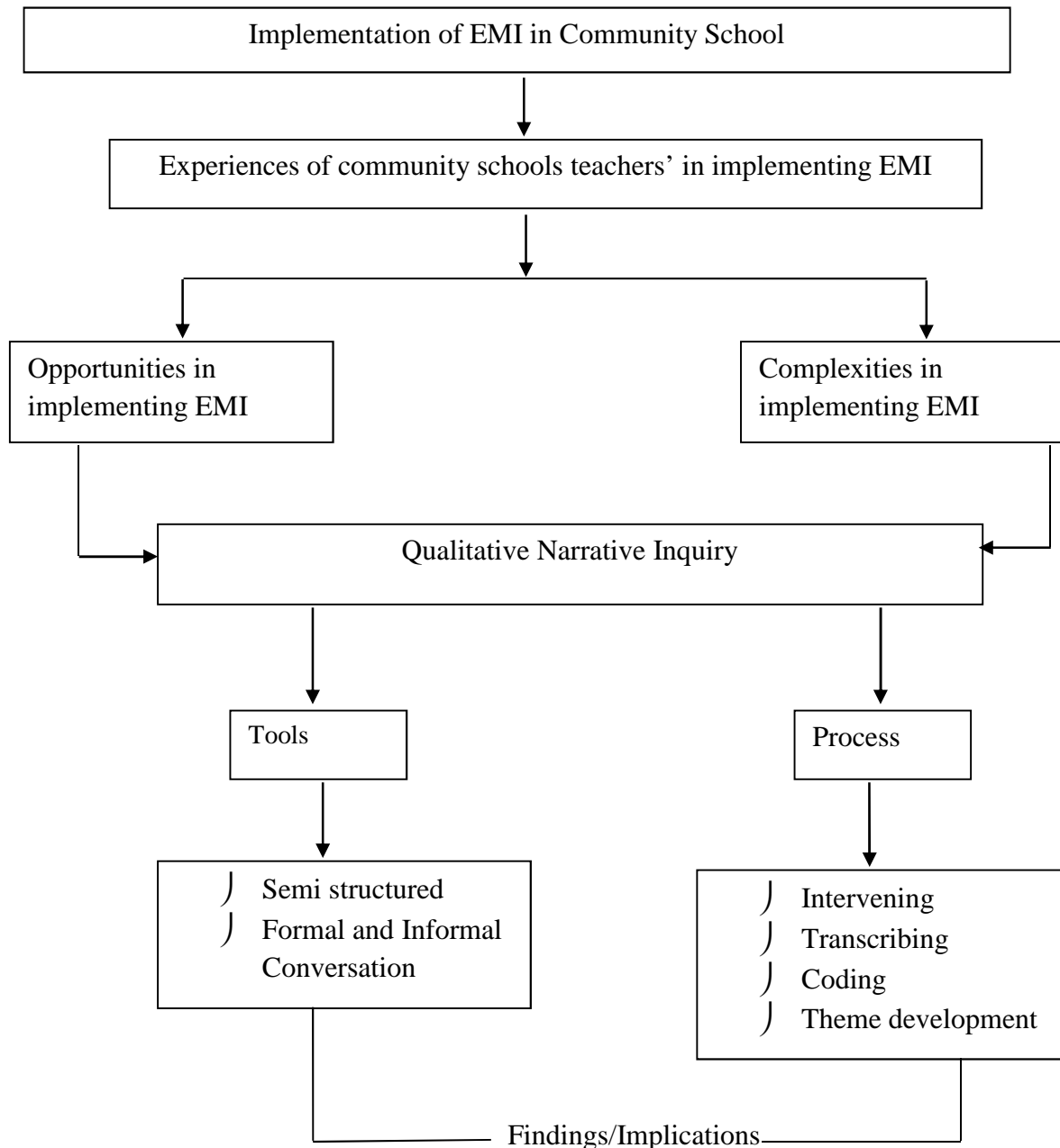
After reviewing these studies, I gained many ideas regarding the process of research. I received many ideas of objectives, research questions, methodological procedure, and other things too in order to complete my research. I consulted different books, articles, journals and others to develop my theoretical insights of 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 mainly provided me the global scenario of the case of EMI and provided me clear guidance to construct the questions for data collection. I have also gained the knowledge of policy and practice adopted in Nepal in this regard.

Likewise, from the research carried out by Phyak (2015); I was enlightened about the knowledge regarding the shifting of MOI from Nepali to English. It supported me while writing background and statement of the problem of the study. Furthermore, Bist (2015) aided the perception of ELT teachers in shifting MoI from Nepali to English and the perception and level of acceptance of English as MoI by community schools and other concerned people. After reviewing the literature, I drew ideas of EMI policy practices by 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 procedures, analysis of data and interpretation of results. Hence, the review helped to identify the perception of public schools teachers in the implementation of EMI.

My research clearly indicates that teachers and guardians are equally excited about implementing EMI. But, due to the lack of training my respondents are facing many difficulties, thus it can be drawn that training is pre-requisite for the teachers along with other teaching materials to boost their skills and confidence. Also, not all the respondents were equally motivated and proficient in English. This suggests that an additional support material for them is required. It furthermore suggests that initiation has to be taken in hiring qualified and competent teachers and provision of proper teaching and learning environment is must.

Conceptual Framework

A conceptual framework is the analytical tool with several variation contexts. It stem from the theoretical framework and usually focuses on the section(s) which become the basis of the study (Kumar, 2011, p. 53). While carrying out this research, I also consulted different theories related to this study and literature review as well developed my conceptual framework which can be presented in the figure.



Chapter: III

Methods and Procedures of the Study

Research Design and Method of the study

Research is the process of finding something new from the existed data. It is also known as a systematic investigation that is designed to answer questions. To reach to the solution of any problem, there should be the systematic study by applying the scientific procedures to achieve the goal of the research. To reach the goal in successive way a researcher should select appropriate design. Research design is a road map, which directs the researcher to the way s/he is heading to. There are so many research designs such as; survey, narrative inquiry, experimental, ethnographic, case study and so on.

Method is necessary for the systematic research. There are different methodologies, which make the research systematic. To make the study systematic I followed narrative inquiry, which comes under qualitative research. It was prepared through collecting data and information from different respondents or informants from different schools and some educational research reports, articles and books. This study is theoretical and descriptive.

This study is mainly carried out to find out the experiences of the community schools' teachers towards EMI. The finding of survey is applicable to the whole group. In this regard Schwandt (2007, p. 204) says narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies, biographies) and reporting that kind of research.)

Likewise, Creswell, (2008, p. 522) says narrative researchers often “describe in detail the setting or context in which participant experiences the central phenomenon.” Therefore, narrative inquiry is conducted to look at whole story of a person or people in which data are collected from stories, autobiographies, journals, interviews, family stories, conversations, and life experiences. Furthermore, the collected data was analyzed by using thematic approach in which editing data, coding data, developing frame of analysis, analysis of data are the procedural activities in making theme. Overall, the research was a systematic investigation. We cannot

conduct research haphazardly. In order to conduct a research, researcher has to follow systematic process. Otherwise, there might be the possibility of obtaining fake data. As a result, all the effort made by the researcher goes to vain.

Hence, I have used narrative inquiry design to conduct my study because I aimed to know the teachers' experiences towards EMI and how they perceive EMI in public schools in Nepal that might be impossible by the help of any other research designs. Therefore, I chose this design as the design of my research study.

Population, Sample, and Sampling Strategy

The populations of the study were the teachers of secondary level of community schools from Rupandehi district. The sample of the study consisted of five teachers of three different schools from Rupandehi district. The teachers were interviewed with the help of semi-structured interview tool. Similarly, three teachers' classes were observed from different schools in Rupandehi. Non-random purposive sampling procedure was to select the sample. For the selection of sample or the participants, I adopted purposive, non-random sampling procedures to select respondents and schools. Participants were selected on the basis of research objectives and those teachers who are teaching in community schools.

Study Area

I selected Rupandehi District as the area of my research work for the purpose of carrying out the research.

Data Collection Tools and Techniques

As the tool for data collection, I used both primary and secondary sources of data to fulfill the requirements of my study. The responses participants were my primary source and other documents, books, journals, and unpublished thesis were the secondary ones. I used semi-structured interview tool to elicit the required data for the study with set of questionnaire including open-ended items and informal conversation. Diary notes as audio recorder helped to keep record the collected data.

Data Collection Procedure

I followed a systematic procedure for collection of data. First, I prepared some guidelines of the questions set of interview. Then, I visited the selected schools and asked for permission to the administration to carry out the research. Then, I made sure to build rapport with the concerned population and then explained them the purpose and the process of the study. Then, I had an informal conversation and asked them to share their experiences sequentially with my set of questionnaire. I took face-to-face interview with the five teachers from Rupandehi District with the help of semi-structured questionnaire and recorded the data. Similarly, I also observed classes of the three different teachers. Then, the information provided by the informants was analyzed and interpreted.

Data Analysis and Interpretation Procedure

This chapter is mainly concerned with the analysis and interpretation of the collected data from the interview. The systematically collected data was analyzed, interpreted, and presented descriptively and correlatively based on semi-structure interview as a research tool. I categorized schools respectively A, B and C. where 'A' represent the school where took interviews and observed the classes in first of our field and 'B' represents the school where I went and took interviews on second day of fieldwork and respectively. I have presented the fact in different lists. The obtained data was analyzed and interpreted by using thematic analysis approach.

Ethical Consideration

Ethical consideration is most important in research. Regarding the ethical consideration at first, I provided the participants with the statement and inform them about the study. Then, I collected required data through interview. All information collected about the individual will be kept confidential and private. I did not mention the name and code for identification of the participants and schools.

Chapter IV

Results and Discussions

This chapter contains the analysis and interpretation of data. Data were collected through face-to-face unstructured interview with the help of guidelines questions. In this section,

Results

I have collected data based on following themes:

-) Experiences of subject teachers in implementation of EMI.
-) The decision making process for changing to EMI.
-) Practices of government to implement EMI.
-) Challenges in implementing EMI.
-) Opportunities gained while implementing EMI.
-) Institutional Encouragement to the Teachers Employing EMI in the School
-) Suggestions for effective implementation of EMI.

After the collection and analysis of data, we have been able to find out both good and bad experiences of community schools' teachers. There are ample of opportunities and problems in implementation of EMI. The different themes that I have found from literature review and field work are discussed in following sub-headings:

Experiences of subject teachers in Implementation of EMI. Regarding the implementation of EMI, the respondents were asked various types of questions; as a result I have different replies from them. Out of the five participants, three of the them responded positively about the implementation of EMI in community schools. In this regards T3 says,

I think it is good to implement EMI because most of the advertisements are published in English language so, it is very important. Similarly, most of the newspaper, websites, books, articles are published in English further more in any job there is essential of English so it is very important to teach the students in English.

Likewise, T2 argues in this regards;

Since English is an international language, it is important to teach the students in English medium so that they have good proficiency in it. This will help them get better opportunities, not only inside the country but also abroad as well.

Further supporting similar statement, T1 says;

English as a Medium of Instruction has been fashion in teaching learning activities. It is better to teach in mother tongue, widely used national language. EMI is not found exactly better than mother tongue and Nepali for both teachers and students as well. It is only craze on foreign language. It is not effective. Both students and children are not getting very well. Specially, permanent teachers are not updated and upgraded. Therefore, I found defecting the students' effective learning process.

The three of the respondents came up with the positive arguments based on their experiences stating that English language is a global language, one has richer access, and exposure through this medium and it is extensively required component in this age of globalization. At the same time one strongly shares that influence, flexibility and ability of mother tongue cannot be underestimated.

Though, English has lots of importance in surroundings of community schools but it is not found exactly doing as objectives. In this way, it is found that EMI hindrances the students' creativity and learner's autonomy. Students feel difficulty to express their views and opinion using English language. Supporting these facts, T5 expresses, *"I think, EMI is just a trend than necessity. Children can be more explored with their mother tongue rather than in English. However, to some extent, it is beneficial too. It helps to be familiar with widely spoken language English"*.

From above mentioned experiences of teachers, EMI in community schools is also debatable. Nevertheless, English has always enjoyed a higher symbolic status and value (Phyak; Sha & Li, 2018; Shrestha 2009). Therefore, English as a medium of

instruction is the great interest to language and language policy makers in the era of globalization and internationalization. Similarly, the overwhelming majority of the teachers enjoyed implementing EMI inside their classes.

The decision making process for changing to EMI. English is a widely used language in international communication. It is a storehouse of knowledge because many of the published books, journals, periodicals, newspapers, and websites are in English. Therefore, English has been one of the very essential means for grasping ideas from its rich vocabulary and written literature. The national School Sector Reform plan (2015), a major policy and program document to reform the education system in Nepal, has made clear that choice of medium of instruction in school will be determined by the school management committee in consultation with other stakeholders. In the response to reasons for shifting EMI, T4 explains, *there is no single reason behind it. He further added the main reason is to fulfill the demand of 21st generations, the parents demanded it time and time again, to improve the reputation of the school, increase the enrollment, reduce dropout etc.*

The teachers feel proud when they applied EMI and parents feel secure to get quality education. Some of the schools have implemented it to compete with private schools and some of schools have set the best examples using it. They coughed out they can replace the private schools if they imply it. Nevertheless, it is found that EMI cannot make the drastic change in the education system as we observed in China, Japan, and Korea, who used their own language as a medium of instruction in school level. It is just a means to impart the knowledge. It is clear that showing the EMI tag; many community schools have increased the number of students in the school. Furthermore, T2 argues;

Since, our country, linguistically, is very complex where 123 languages spoken, one language community does not understand other language communities even Nepali. In this context, shifting medium of instruction from Nepali to English is the demand of the classroom teaching. At the same time, we cannot deny from the fact that it may create obstacles to preserve and promote local tongues and cultures.

Generally, only those parents who cannot afford to send their children to private schools choose community schools and the shift to EMI helps them to shift that their children have access to generate opportunities in life. He also added one of the parents said to him that they cannot pay the fees of the private schools for their children but the school has helped poor people like them to educate their children in English medium. Another guardian said to him that she is not in a good financial state and therefore she cannot send her children to private school. Now her children get the opportunity to study in English and this has given her hope that this will be able to improve their English. She can provide them with a good education at a minimum cost now. Supporting these views T3 argues in this regard;

One of my old students said that if she had chance to study in English medium, she would have done far better than now. Other students who got enrolled one batch after her are lucky because than can study in English medium in a community school.

This reveals that the student studying in the same school- with the same resources and the same teachers- think that those who study in English medium have an advantage over ones studying in Nepali. Students seem to share the widespread perception that they can do better if they are educated in English medium.

It seems, then, that the schools choose to shift to EMI primarily due to the demand from the parents and that, as they were supposed to do, the school management committee consulted stakeholders before taking the decision.

Practices of government to implement EMI. Without different practices from government, it is not possible to implement EMI. During fieldwork and data collection period, we interviewed various teachers from different schools in Rupandehi District. The responses from majority teachers were that there are no practices from government. They also say that we are managing all the materials and resources from our own efforts. Supporting this, T3 says;

No, we didn't have any training and other practices from government. We entered or went English medium without any practices and trainings etc. yes, it is only inspire of our school management, but

there is no any support of government to employ English language as medium.

Nowadays, most of the community schools are implementing EMI without any training for the effective implementation of EMI inside the classroom. It seems that community schools are just copying the policy of government without any plan and vision. Similarly, T5 says; *“The government has stated to use the EMI in school but it is not implemented well and training was not provided to bring best result.”*

From above mentioned data, it can be said that EMI became just a trend among the community schools. The government is not any concern towards EMI. The unplanned policy of EMI is creating problems such as poor understanding of content, parrot learning, teacher centered classroom and so on.

Challenges of Implementing EMI. Nepal is a developing country because of unavailability resources, EMI teachers and students are facing challenges on it. Availability of authentic textbooks on time, limited support from administration, language barrier, lack of proficiency in English are the major complexities.

Similarly, Harmer (2007) mentioned mixed ability classes is one of the biggest problems of teaching English as a foreign language. The numerous complexities and often predictable challenges and limitations in secondary level of community are presented in the following subheadings;

Training. Regarding the training related to EMI, they were asked whether they have taken any training or not. In the response, most of the respondents revealed that, they were not provided any training to teach through EMI. To support this statement, T4 states;

I got some experiences from seminar workshops, conference and so on. Therefore, I do not have any problem for implementing EMI. Specially, I did not get any training to teach social studies even though I do not have any problem for teaching social studies, I teach the students according to my own experiences.

Most of the teachers in community schools have never studied in English themselves were never trained to teach in English and have been used to teaching through the medium of Nepali for years. As a result, subject as a social studies and history are taught in mixed approach but assessed in English (Dreaden, 2014). Weather teachers are trained or not but training is the key for updating the teachers' professional skills in order to have effective teaching and learning. However, our research found that there are not any specific training programs provided to the teachers for implementing EMI.

Language. Lack of English language proficiency of the teachers is the biggest challenge community schools are facing to implement EMI (Giri, 2011) .Most of the respondents said that, most of them have the similar kinds of problems in terms of language from community schools. Regarding this, T3 articulates;

We are also not proficient in English language so, it is difficult to teach the students through EMI only. We most of the teachers are also from Nepali background, neither we attended to private school nor we have read EMI. Therefore, we cannot teach the students fully in English. Looking at the competency level of the students and to provide actual content knowledge prefer 50/50 while teaching.

It is found that language became one of the most significant complexities among all. Having different language background of the students brings the obstacles in the classroom. Likewise, T2 mentions;

Lack of English language proficiency of the teachers is the biggest challenge community schools are facing to implement EMI. Moreover, teachers who are not able to deliver the curriculum effectively in their mother tongue, using English to teach the same content is almost guaranteed to do more harm than good.

Community schools seem to be in hurry to shift their medium to English in response to public pressure but have not made required preparation such as providing English language and pedagogy training to the secondary level teachers. In this regard, Harmer (2007) argues that mixed ability classes is one of the biggest challenges of teaching English as a foreign language. Most of the secondary level

teachers cannot teach their respective subjects in English. It can create a big challenge in the dissemination of the knowledge in the classroom.

Resource and materials. In teaching language, teaching aids/materials are important because every individual has tendency to forget but proper use of these aids, help to remember lessons permanently. Regarding the resources and materials informants were asked the questions ‘Are there sufficient resources and materials in your school?’ most of the respondents said that “No”. Because of insufficient resources and materials, they do not have proper ideas to teach the students through EMI. In this regard, T3 brings out, *“Both the guardians and teachers mean EMI leads to quality education. Sadly there are not any support and teaching resources that can help the teachers to effectively conduct their classes in English medium”*.

The schools which have adopted English as a medium of instruction, have made the decision without any directive and plan of the government, but with their own interest and individual strategy to bring the changes in the schools. Lacks of authentic textbooks, audiovisual material, projector, etc bring many complexities in the classroom.

Student involvement. Regarding the students’ involvement the participants were asked, ‘Do the learner actively participate in classroom activity?’ in the response respondents said that most of the students leave subjective type of question and they attempt only objective types of questions. Because students cannot write the long answers due to the less vocabulary but they can guess the answers of the objective types of questions with the help of alternatives. So, as a teacher they have been facing the problems to solve this sort of problems of the students to bring them in the main stream of EMI. Supporting this statement, T3 argues, *“The students don’t understand the content if it is not explained in Nepali as well as in English because science is a technical subject that is why they do not get technical term exactly”*.

From the analysis of the teachers’ response, it can be interpreted that the community schools; teachers have been facing various challenges in using EMI like students’ weak exposure to English language, mother tongue interference in the classroom, poor competence of student hamper the students inside the classroom. In the same way T4 states;

Most of the students in English medium are from Nepali background. They are not rich in vocabulary and feel shy while speaking in front of the class. Nevertheless, nowadays students are motivated and they are becoming habituate-using English. It is possible because of EMI.

After the analysis and interpretations of the data obtained from informants, it was found that the existing situation of the EMI was not favorable situation in terms of training, language proficiency, and orientation classes to the subject teachers. Nevertheless, in terms of materials and resources it has been seen favorable in urban setting but not favorable in rural setting. However, the schools of Nepal applied EMI for the purpose of the effective teaching. EMI is partially effective at community schools due to the factors mentioned above.

Opportunities gained while implementing EMI. English language has gained its status of global means of communication. In Nepal, it is used as a second or foreign language. Implementing EMI may create positive impact on students. In order to draw the teachers' opinion on the benefits of using EMI inside the classroom, they were given an open-ended question. The question was "what, in your opinions, are the benefits of using EMI inside the classroom?" In response to this question, teachers came up with a variety of ideas and opinions. They mentioned a number of benefits relating to their personal, pedagogical, and professional fields. As they stated that EMI helps them to enhance competencies in English language usage and use it is the real exhibition of the competence of the teachers' English. Similarly, teachers opined that EMI help them to communicate to globally. To support this statement, T5 comments;

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

The use of English has had a great impact on community schools in Nepal. One of the major changes is visible in the increase in the number of

students enrolled in these schools after the introduction of EMI (Republica, 2016). To support his statement T2 mentions,

Since Nepal is a multilingual country, so shift in EMI may provide access to the learners to the wide range of published in English and at the same time prepare them to be a competitive candidate in the global markets. It enables the learners exchange their ideas around the globe, they must be able to communicate through a global lingua franca, a common connecting language. In the world, they need to be imparted with a common language. There is no country where English is not used. Thus, EMI is beneficial.

Not surprisingly, the schools themselves take an increase in the number of students as a significant achievement. This could be true in other areas as well given that reports indicate many schools which had very few students in the past have regained life and are operating with increased enrolments after they introduced EMI (Republica, 2013).

Institutional encouragement to the teachers employing EMI in the school.

In this part, teachers were asked whether they have been encouraged by their institutions for employing and enhancing EMI based teaching and learning activities. To draw their response, they were asked a question, "Does your institution encourage you to use English as a medium of instruction?" To respond this query they were provided two options as 'Yes' and 'No' for them. In response to this question, teachers came up with mixed response. For this, majority of the teachers responded that there is no encouraging environment in their schools for practicing EMI supported instructional activities in their regular pedagogy. In this regard, teachers also shared their bitter experience that there is no English-speaking environment around their school premises. Though interested teachers wanted to communicate in English with each other, other made them compelled to use Nepali language around the school area. Moreover, they shared that their institution did not conduct any interaction program talking about EMI to be implemented in the classroom. As they mentioned that although they tried a lot to change the way of instruction in the schools, they could not do it due to the lack of support, cooperation, and collaboration from the concerned stakeholders. Regarding the same issue, some of them stated that they are

encouraged by their institutions for using EMI in their instructional activities. As the evidence, it is noteworthy to mention the experience of a teacher. Supporting this, T2 says;

My school has really been encouraging in creating English friendly environment. School management committee, school administration, teachers, and parents are cooperating to flourish and conduct instructional activities using English as a medium of instruction. Our school has been running with fully English medium instruction up to grade seven. We are getting appreciation from all stakeholders.

Support is one of the key factors for the overall development. To bring the changes we need complete look after from the administration. Only some of the teachers are getting support their organization. In this, regard T4 asserts;

Well I haven't got any trainings from the government for the effective implementation of EMI inside the class. I got some experiences from seminar workshops, conference and so on. Therefore, I do not have any problem for implementing EMI.

From this data too, it can be summed up that teachers are not much encouraged by their institutions and concerned authority for adopting EMI based instructional activities in their schools. There is not favorable environment for the teachers to conduct EMI based teaching and learning activities due to the lack of required resources.

Suggestion for effective implementation of EMI. While I finished interviewing with the teachers, I asked all the teachers in common to provide overall suggestions for the effective implementation of EMI, where T1 explains,

Teachers must be ready to change to upgrade and update with the contemporary world. They should be familiar with current digital and technological instrument, which has low cost and local materials of no cost. They must feel free to learn with new EMI system. The concerned authorities must assist, train, key eye on their activities for better performance. Exposure of English language needs to be encouraged

and applied much more than usual. The classroom language must be more functional than instructional. Peer teaching and ECA in English language are required.

As English language is the medium for global communication, the proficiency on it has been compulsory. Even most of the ICT tools are operated in English language. In such a situation, the teacher must be familiarized, and upgraded with the contemporary world. They should be trained appropriately and have exposure in English language to make their teaching effective and successful. The teachers should facilitate the learning with appropriate teaching strategies, which helps to explore the students' creativity more precisely. Similarly, T2 states;

Selecting teacher with proper English background, Training, and providing proper resource, applying different teaching and learning perspective like role play, audio-video learning, self study...”

The above statement clarifies that for the effective teaching, the teacher must be qualified, proficient in English, well trained, and creative enough to handle the class. S/he should be facilitated with appropriate teaching resources and materials and able to develop appropriate teaching strategies as well. S/he should be able to create such classroom environment where the students can participate in classroom activities, practice, discuss, and share their knowledge to each other. Likewise, T5 explains;

EMI is not bad, rather it has positive impacts on the guardians and students, but because of lack of technical resources, we are not able to show audio-visual materials so the government should provide the resources. Moreover, I strongly suggest that schools should provide different trainings as well as seminar to the both teachers and students.

From the above participants' view on effective implementation of EMI, they have suggested that EMI is helpful to enhance language skills and better proficiency in English language. So for the effective implementation of EMI resources, proper teaching materials, and regular training is needed. The government should be fixed curriculum and EMI policy has been created or selected to implement as a similar way in the public schools of Nepal.

Discussions

My study mainly aimed to analyze the teachers' experiences concerning implementation of EMI in community schools of Nepal. To accomplish the objectives, data were collected through the open-ended unstructured interview with 5 teachers who have been teaching in community schools for more than 15 to 20 years in Rupandehi district. The following results have been drawn out from the analysis and interpretations of the data.

Experience Related

- i. It is found that most of the teachers are positive towards the implementation of EMI. Encouragement and motivation are the key points for the progress of the students.
- ii. Lack of fixed curriculum and guidelines, lack of proper resources, teaching materials and subject wise training EMI is not effectively implemented at secondary level.
- iii. Parents are highly motivated towards the shifting of language.
- iv. Before implementation of EMI, they did not get extra facilities and trainings that is why teacher has expected that proper training and opportunities would be provided which could be beneficial for personal and professional development. However, lack of materials and time they did not use training skills effectively in their teaching.
- v. Teachers are expecting more support from the government as well as the institution for the effective implementation of EMI.
- vi. As discussed by Harmer (2007, p.176-185) about the classroom with mixed ability of language, the similar concept has led to lower result. The dominance of MT has played role against smooth practice in English as a medium of teaching and learning.

Challenges Related

- i. It is found that teachers are not getting any training for the effective implementation of EMI.

- ii. Lack of English language proficiency of teachers is one of the biggest challenges.
- iii. The data and information collected in this study shows that students are not able to comprehend the content only in English.
- iv. There is no access of appropriate teaching materials and resources to facilitate EMI effectively. Therefore, teachers are teaching because of their experience.
- v. Study findings indicates that as the students lack of exposure on English language, and habit of using their dominant language it is difficult to create EMI environment in the classroom.
- vi. This research showed that students are not still competent in English so they leave the subjective type of questions because of lack of vocabulary. So that EMI has become a popular slogans beyond the reality.
- vii. The study found that there are various challenges in implementing EMI English environment for the students at their home and so on.
- viii. The aforementioned points are strongly supported by the thoughts shared by Coleman (2006), where he expresses similar ideas of inadequate proficient teachers, lack of confidence and motivation in teachers, lack of teaching materials and so on.

Opportunities Related

- i. It is found that EMI has brought the positive impact among the teachers because it helps to develop their personal, pedagogical, and professional areas.
- ii. The study showed that EMI helps to enhance their competencies in English uses and use.
- iii. The finding of the study showed that students get more exposure to practice English language, which is beneficial to improve their English language.
- iv. The research showed that guardians are showing their interest towards EMI as they believe that English is powerful language.
- v. It is also found EMI helps the teacher to communicate globally.
- vi. Similarly, it is also found that students feel superior while talking in English. It helps to develop their confidence.

- vii. The theme of aforementioned points are similar with one of the researcher Doiz et al. (2013) where he shares benefits of EMI highlighting its globalized acceptance, employability, international reputation and visibility, international exposure and so on.

Pedagogical Implication Related

- i. As mentioned by Khati (2015), Government's adoption of English as a medium of instruction without any directive plan, several pedagogical implications have been ineffective.
- ii. This study found that for the betterment of EMI, the government should hire the qualified, well trained, and skillful teachers.
- iii. Similarly, there should be appropriate teaching materials and resources to handle the class in effective way.
- iv. Likewise, there should be appropriate teaching methods and approaches, which foster students' creativity and gives more chance to participate in classroom activities and let them more to practice the language.
- v. The government should make the strong plans and policies and should implement effectively as well.
- vi. The teacher should be active and creative to create the teaching learning environment and make the classroom autonomous.

Chapter V

Conclusions and Implications

This chapter deals with the overall theme of my whole research that I have drawn in chapter I to chapter IV. I got the findings of my study based on the analysis and interpretation of the collected data. Those findings of the study led to some conclusions and recommendations based on the study. Moreover, this chapter intends to conclude my study with the conclusion and recommendations to the policy makers, ELT organization, curriculum designer, teacher educator, ELT researcher, and language teachers and further, discusses the findings of the study, which is presented in chapter IV. It is all about the brief description of my research study.

Conclusions

The paper has presented and discussed the result of narrative inquiry carried out among the 5 secondary level teachers of community schools from Rupandehi district. It investigated the experience of teachers while implementing EMI in the community school and explored the various challenges and problems they have faced while adopting EMI in community schools. From the data, it is clear that the schools have shifted to EMI but the teachers are not prepared to teach in English medium, neither psychologically nor in terms of their English language proficiency. The findings of the study showed most of my respondents were found positive in implementing EMI. Looking it from parents perspectives, they are excited to send their children in EMI implemented schools and some teachers are excited too.

The data indicates that schools should not be in a hurry to adopt EMI without evaluating their capacity to implement it effectively. Schools that want to introduce EMI should have board discussion amongst the stakeholders, prepare the teachers properly, and manage necessary resources to make it successful. Moreover, policy makers and regulatory bodies should monitor the preparation and progress of the schools before and after the implementation of EMI. So that, once a program begins it can be implemented smoothly. In addition to this, it is also be concluded that community school's teachers can not adopt EMI effectively and efficiently in their daily classes due to the problems and challenges like students' weak exposure in the English language, mother tongue interference in the classroom, poor competencies of

the students in the English language, lack of clear plan and policy regarding the usage of EMI, lack of support and encouragement from the administration and no motivating environment in the school as well as in the society, and schools are not facilitated and resourceful.

As EMI implementation in the public schools is increasing day by day, this research study mainly focused on the teachers' experience on English as a medium of instruction in teaching academic subjects and analysis of the teachers' practice of English as a medium of instruction in the real classroom. Likewise, Review of Literature shares common view regarding the implementation of EMI in this current time. EMI is not only the trend but it is unavoidable practice. It was found while reviewing the existed literatures related to this research study that EMI helps the students to learn the content and the English language better. This research study also found that the teachers perceive that EMI helps the students to be creative in learning the content and the language as well as it helps to develop the students' proficiency in the English language.

While reviewing the literature, I found that the parents are in the favor of EMI implementation because they perceive quality education in low fees. In the same way, this study has also found the teachers perceiving that the parents are sending their children in EMI implemented schools for better career in their future. As EMI is found to be the practice to secure the lives of students, teachers were found supporting the EMI implementation in the public schools while carrying out this research study. They have been found wanting to have the EMI related training which help them to implement EMI in their schools in an effective way. The teachers were satisfied with practicing EMI in their schools. They also found with the challenges while implementing EMI regarding teaching learning resource materials in the schools. Even though some respondents were found feeling difficult to practice EMI in the real classroom, they were supportive to EMI implementation in their schools with the positive attitude. Overall, my research validates the finding and discussion made thereafter in my research.

Recommendations

Based on the findings, I have suggested some of the recommendations and pedagogical implications on three sub- heading based on the study. They are:

Policy Related

Here, it has made some policy related recommendations:

- i. The schools should be more resourceful and well equipped with modern technologies.
- ii. The enrollment rate is increasing day by day where EMI has been implemented but the government has less concern towards EMI. Therefore, the government must formulate clear plan and policy regarding EMI.
- iii. There should be conducive and encouraging environment in the community schools for the teachers to encourage them for adopting EMI in the class.
- iv. The teachers should be made sound with pedagogically and professionally.
- v. The concerned authorities should provide the opportunities to the teachers to take part in the trainings, seminars, and workshop on EMI.

Practice Related

Hereby, some practice related recommendations have been made:

- i. Teacher is the main agent to practice the program inside the classroom, so is the case with EMI, it is needed that the teachers should create the EMI friendly environment in the school premises.
- ii. The teachers should focus on activity based teaching learning pedagogy in schools.
- iii. To make implementation of EMI effective teacher need to have proficiency in English language.
- iv. For the effective implementation of EMI teachers should be aware of teaching approaches and methods.

Further Research

This research is not complete in EMI because it does not cover all the areas of EMI. So some possible areas that are related to EMI are recommended for the further research.

- i. Student's and parent's perception towards EMI.
- ii. Gap between practice and policy between EMI.
- iii. Teaching strategies applied to teach through EMI.

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Appendix

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **Teachers' experiences in Implementation of English as a Medium of Instruction** under the supervision of reader Bhim Prasad Wasti, the Central Department of English Education, and T.U. Kirtipur. This research study attempts to explore the experiences of public teachers' while implementing EMI in public schools of Rupandehi district, Nepal.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept confidential.

Thank you for your valuable time!

Researcher,
Kopila Rana
M.Ed. 4th Semester,
T.U, Kirtipur

APPENDIX-I

Interview Guidelines

-) How are you?
-) How long have you been teaching?
-) What is your experience on teaching language?
-) Which medium did you use in the initial phase of your teaching profession?
-) What is your view towards English as a Medium of Instruction (EMI)?
 -) When did your school implement EMI?
 -) What do you think about implementation of EMI in your school?
 -) Do you have any training from government to implement EMI in community schools?
 -) What sorts of learning activities do you use in your class?
 -) Do you use only English language in your class?
 -) What training experiences do you have about teaching through EMI?
 -) Are students inspired towards learning through EMI?
 -) Do pupils understand whatever you teach in English?
 -) What are the benefits do you think having English as medium of instruction?
 -) Did you face any problems / challenges in implementing EMI in your class?
 -) How did you tackle the problems?
 -) What do you suggest for effective implementation of EMI?

Interview Transcript**Interview Transcript****Teacher 1**

Interviewer : Namaste sir.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: Pretty well, and you?

Interviewer: I am also good.

Interviewer: How long have you been working as a teacher? Could you please share me your experience?

Interviewee: I have been teaching since 2055 BS.

Interviewer: What is your experience on teaching language?

Interviewee: Language is medium to share the thoughts. Mother tongue influences second language. Learners feel comfortable in their own mother tongue.

Interviewer: Which medium did you use in the initial phase of your teaching profession?

Interviewee: English. Because I already have experience of teaching social subjects in private schools. Therefore, it is quite beneficial for me in comparison to others.

Interviewer: When did your school implement EMI?

Interviewee: It was implemented as a first phase in 2069 B.S from class Nursery to One. The continuously added yearly. Now we run up to class 10.

Interviewer: What is your view towards English as a Medium of Instruction (EMI)?

Interviewee: English as a Medium of Instruction has been fashion in teaching learning activities. It is better to teach in mother tongue, widely used national language. EMI is not found exactly better than mother tongue and Nepali for both teachers and students as well.

Interviewer: What do you think about implementation of EMI in your school?

Interviewee: It is only craze on foreign language. It is not really effective. Both students and children are not getting very well. Specially, permanent teachers are not updated and upgraded. So, I found defecting the students' effective learning process.

Interviewer: Do you have any training from government to implement EMI in community schools?

Interviewee: Yes, I have.

Interviewer: What training experiences do you have about teaching through EMI?

Interviewee: Well I have got some trainings for Professional Development and online trainings related to EMI.

Interviewer: Are there sufficient availability of resource materials in your school?

Interviewee: The government of Nepal provide us limited books and we are distributing book a whole year. The books are just the translation from Curriculum Development Center. Most of the teachers are not familiar with ICT. So before implementing EMI they should provide sufficient resource materials.

Interviewer: What sorts of learning activities do you use in your class?

Interviewee: Demonstration, question answer, discussion and presentation.

Interviewer: Do you use only English language in your class?

Interviewee: 90% English and mother tongue 10% around.

Interviewer: What training experiences do you have about teaching through EMI? If yes what are those?

Interviewee: Well I have got some trainings for Professional Development and online trainings related to EMI.

Interviewer: Are students inspired towards learning through EMI?

Interviewee: Somehow inspired but facing difficulty in spoken as well as in written activities.

Interviewer: What are the main reasons of implementing EMI in your school?

Interviewee: There are various reasons of implementing EMI in our school. The significant reason is the demand of parents. The strong and positive willingness of parents motivate us to bring this policy in practice.

Interviewee: Do pupils understand whatever you teach in English?

Interviewee: Mostly they understand but they require support in mother tongue as well.

Interviewee: What are the benefits do you think having English as medium of instruction?

Interviewee: English has been international business and career-oriented lingua franca. It is world widely accepted language and it is necessary for universal adjustment.

Interviewee: Did you face any problems / challenges in implementing EMI in your class?

Interviewee: Of course, yes. Mostly learners have no adequate exposure of English language at home, neighborhood, and community. They prefer their own mother tongue. They really don't know its future application. They are not inspired properly. Teachers lack proper and enough presentation in EMI.

Interviewer: How did you tackle the problems?

Interviewee: I inspire the students as far possible as I can. I apply mostly audio-visual aids in teaching. Digital presentation has enhanced me remarkably. Caricature, gesture and ground base examples have eased me truly.

Interviewer: What do you suggest for effective implementation of EMI?

Interviewee: Teachers must be ready to change to upgrade and update with the contemporary world. They should be familiar with current digital and technological instrument which has low cost and local materials of no cost. They must feel free to learn with new EMI system. The concerned authorities must assist, train, key eye on their activities for better performance. Exposure of English language needs to be encouraged and applied much more than usual. The classroom language must be more functional than instructional. Peer teaching and ECA in English language is required.

Interviewer: Ok. Thank you for providing your valuable time. It really means a lot to me.

Interviewee: Thank you.

Teacher 2

Interviewer: Sir Good morning.

Interviewee: Good morning. How are you?

Interviewer: Pretty good. And you?

Interviewee: I am also doing great.

Interviewer: How long have you been working as a teacher? Could you please share me your experience?

Interviewee : Umm, talking about my teaching experience I have spent 15 years of my life in this field.

Interviewer: What is your experience on teaching language?

Interviewee: Well teaching a language is a bit of challenging job. There are couple of factors to determine the teaching outcome like interest in learning foreign language, exposure to foreign language, Language learning strengths, pronunciation and above all motivation to learn.

Interviewer: Which medium did you use in the initial phase of your teaching profession?

Interviewee: Umm....while talking honestly I used several mediums in early days like direct interaction, Presentations, Discussions, Tutorials, independent works and so on. It really helped the students to get content knowledge.

Interviewer: When did your school implement EMI?

Interviewee: Umm... Education manual (2015) has made the provision of making English as a medium of instruction along with Nepali. Most of the public school which had made Nepali as a medium of instruction has been shifting their instruction to English. Our school implemented EMI back in 2017.

Interviewer: What is your view towards English as a Medium of Instruction (EMI)?

Interviewee: Well for me, I have positive and optimistic experience towards EMI. Since, our country, linguistically, is very complex where 123 languages spoken, one language community does not understand other language communities even Nepali. In this context, shifting medium of instruction from Nepali to English is the demand of the classroom teaching. At the same time we cannot deny from the fact that it may create obstacles to preserve and promote local tongues and cultures.

Interviewer: What do you think about implementation of EMI in your school?

Interviewee: The shift from Nepali to English has directly influenced the teaching methods and methodologies of classroom. I think, in the beginning of English as medium of instruction, teachers were for giving contents. Yes, we like that because it made students' contented and teacher resourceful. Nevertheless, slowly-slowly, we are able to teach students by taking ideas from themselves. We prefer learners' vices more than imposing our ideas. Overall, it we found it productive.

Interviewer: Do you have any training from government to implement EMI in community schools?

Interviewee: Literally, for the better implementation of the EMI in the Community school, I do not have any opportunities from local, provincial, as well as federal government. But my school has really been encouraging in creating English friendly environment. School management committee, school administration, teachers, and parents are cooperating to flourish and conduct instructional activities using English as a medium of instruction. We are getting appreciation from all stakeholders.

Interviewer: What training experiences do you have about teaching through EMI? If yes what are those?

Interviewee: Honestly talking about it I have not any experiences about it. It is own self-study and teaching experiences which genuinely helped me inside the classroom.

Interviewer: Are there sufficient availability of resource materials in your school?

Interviewee: Literally, we have some but that is not enough for whole schools.

Interviewer: What sorts of learning activities do you use in your class?

Interviewee: Mostly I use activities like listening to and watching a live or recorded talk, engaging with a written or visual text, engaging with multimedia, or a combination of these.

Interviewer: Do you only use English language in your class?

Interviewee: No, we use both native and English language on 50-50 basis. Moreover, particularly in English subject it is suggested to use at least 75% of classroom activities to be carried out in English formally. But in other subject that is not fruitful because students did not get content knowledge and understand properly.

Interviewer: What are the main reasons of implementing EMI in your school?

Interviewee : There are several reasons of implementing EMI in community schools. In my view, to provide quality education in comparison to private schools in low cost, to increase the rate of enrollment, and reputation of the institution

Interviewer: Are students inspired towards learning through EMI?

Interviewee: In an environment when students come from several linguistic backgrounds, English has stood as a common language in teaching and learning activity. With the available resource and internal training we have managed to make student comfortable to enhance English environment.

Interviewee: Do pupils understand whatever you teach in English?

Interviewee: English has not remained only as the properties of native speakers as it is more popular, standard in non-native speakers and countries. In my experience, Students were positive and energize to learn in English because they have seen English as source of knowledge and also powerful tool that is connecting people of different nationalities in many ways.

Interviewer: What are the benefits do you think having English as a medium of Instruction in your school?

Interviewee: Since Nepal is a multilingual country, so shift in EMI may provide access to the learners to the wide range of published in English and at the same time prepare them to be a competitive candidate in the global markets. It enables the learners exchange their ideas around the globe, they must be able to communicate through a global lingua franca, a common connecting language. In the world, they need to be imparted with a common language. There is no country where English is not used. Thus, EMI is beneficial.

Interviewer : Did you face any problems/ challenges in implementing EMI in your class?

Interviewee: In early days it was challenging. However, after implication of IMI, gradually it is progressing. It is a fact that still we cannot give as much as we want and students cannot understand as much as they want. As a result, we have only satisfactory achievement in each subject after the implementation of EMI. Lack of English language proficiency of the teachers is the biggest challenge community schools are facing to implement EMI. Most of the teachers in community schools have never studied in English themselves were never trained to teach in English and have been used to teaching through the medium for years

Interviewer: What do you suggest for the effective implementation of EMI ?

Interviewee: Selecting teacher with proper English background, Training and providing proper resource, Applying different teaching and learning

perspective like role play, audio-video learning, Self study Moreover, teachers who are not able to deliver the curriculum effectively in their mother tongue, using English to teach the same content is almost guaranteed to do more harm than good Yet, we are in a situation to where we have to deal with 50-50 approach in regard to use of English and Nepali in teaching. Students are to be motivated with the productivity and application of English in outside world. Similarly, enough of audio-visual resource should be provided. Both the verbal and written aspect of English as a medium must be focused.

Teacher 3

Interviewer: Good Morning Mam.

Interviewee: Good Morning. How are you?

Interviewer: I am fine sir. How are you too?

Interviewee: I am also fine.

Interviewer: How long have you been working as a teacher? Could you please share me your experience?

Interviewee: I have started my teaching journey in 2058 B.S. It has almost been 20 years. Interviewer: What is your experience on teaching language?

Interviewee: Normally, language is just a method of communication. It does not mean talking in English makes different meaning. We use only those language which makes us feel easy and the receiver could get the information accurately. But in this 21st century we cannot deny the importance of English language.

Interviewer: Which medium did you use in the initial phase of your teaching profession?

Interviewee: When I was appointed as a temporary teacher in this school in 2058 B.S. there was not English medium therefore I used to teach using mother tongue but now days I use both.

Interviewer: When did your school implement EMI?

Interviewee: We started to practice English Medium in our school from 2069 B.S.

Interviewer: What is your view towards English as a Medium of Instruction (EMI)?

Interviewee: In this 21st century, English language has occupied a significant position in Nepalese education system. I think it a best way to improve the language of the students and the quality of education. But it is only limited in the paper work. The government of Nepal should show sincerity to implement EMI effectively in community schools.

- Interviewer: What do you think about implementation of EMI in your school?
- Interviewee: Yes, it is good. Because we have move according to the demand of the new generation. Most importantly, we can provide quality education in low cost and compete with so-called private schools. One of my old students said that if she had chance to study in English medium, she would have done far better than now. Other students who got enrolled one batch after her are lucky because than can study in English medium in a community school.
- Interviewer: Do you have any training from government to implement EMI in community schools?
- Interviewee: No, we didn't have any trainings and other practices from government. We entered or went English medium without any practices and trainings. Yes it is only our effort and from school management, but there is not any support from government to employ English language as medium.
- Interviewer: What training experiences do you have about teaching through EMI? If yes what are those?
- Interviewee: Not really. We are teaching using our own experience. Moreover the administrative committee also not showing much concern on it.
- Interviewer: Are there sufficient availability of resource materials in your school?
- Interviewee: Both the guardians and teachers mean EMI leads to quality education. Sadly there are not any support and teaching resources that can help the teachers to effectively conduct their classes in English medium.
- Interviewer: What sorts of learning activities do you use in your class?
- Interviewee: As a science teacher. Mostly I used demonstrative techniques. Science is a technical subject that is why it needs practical knowledge.
- Interviewer: Do you use only English in your classroom?

Interviewee: No, that is not possible. Though they are studying in English medium, they are from Nepali background. That is why it makes the learners difficult to understand technical term of science. And I also feel some time difficult to describe totally in English. So, mostly I used 50% English and 50% Nepali language. We are also not proficient in English language so, it is difficult to teach the students through EMI only. We most of the teachers are also from Nepali background, neither we attended to private school nor we have read EMI. Therefore, we cannot teach the students fully in English. Looking at the competency level of the students and to provide actual content knowledge prefer 50/50 while teaching.

Interviewer: Are students inspired towards learning through EMI?

Interviewee: Most of the students are inspired. Though they are facing lots of challenges we motivate them to speak and write in English.

Interviewer: What are the main reasons behind implementing EMI in your school?

Interviewee: There are so many reasons behind it. The foremost reason is willingness of parents. They feel that community schools also compete with the private school around us. In addition, another thing is the importance of English language. One of the students shared me that, if he had a chance to study in English medium, he would have done far better than now. Other students who got enrolled one batch after him are lucky because they can study in English in a community schools. Then we started our journey.

Interviewer: Do pupils understand whatever you teach in English?

Interviewee : Yes, mostly but they prefer that the explanation in mother tongue as well.

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

Interviewee: The use of English has a great impact on community schools because it has lots of positive aspects. Teacher as well as students can improve their English proficiency level, we have gain the trust of parents, number of new enrollment is increasing and it also decreases the dropout rates.

Interviewer: Do you face any problems/ challenges in implementing EMI?

Interviewee: Language proficiency is the biggest challenge, interference of native language is another obstacles, mange the classroom and lack of manpower are the problems.

Interviewer : How do you tackle the problems?

Interviewee: I inspire the students as much as I can. And use the resources which are available in the schools .

Interviewer : What do you suggest for effective implementation of EMI?

Interviewee: To improve the quality education of English medium the local government as well as federal government should conduct different kinds of trainings programs. Increase the number of skilled man power, physical infrastructure should be managed properly and there should be availability of resource materials easily.

Interviewer: Ok. Thank you so much sir for your kind information.

Interviewee: Thank you and you are most welcome.

Teacher 4

Interviewer : Namaste Sir.

Interviewee: Namaste.

Interviewer : How are you?

Interviewee: I am fine, and you?

Interviewee: I am also fine.

Interviewer: How long have you working as a teacher? Could you please share me your experience?

Interviewee : I have been teaching since 2057. Which meant I have spent half of my life in teaching field.

Interviewer: What is your experience on teaching language?

Interviewee: Language is means of communication which is used to share feelings, thoughts and so on.

Interviewer: Which medium did you use in the initial phase of your teaching profession?

Interviewee: In the initial phase of my teaching I normally use only English language.

Interviewer: When did your school implement EMI?

Interviewee: It was implemented in probably in 2070. In the initial phase it was established up to class 6 and now we have class up to class 10. Moreover, we run both Nepali and English medium respectively.

Interviewer : What is your view towards English as a medium of instruction(EMI)?

Interviewee: English as a medium of instruction is a growing trend in community schools. Though it is not implemented effectively but the practice is

ongoing and we are getting positive response from community as well as teachers.

Interviewer: What do you think about the implementation of EMI in your school?

Interviewee: I am happy. After the implementation of EMI students, get opportunity for their higher education. There is more probability of getting job those who are comfortable in English language.

Interviewer: Do you have any trainings from the government or local government to implement EMI in community schools?

Interviewee: I personally do not have any kind of special trainings from the government.

Interviewer: What sorts of learning activities do you use in your classroom?

Interviewee: I personally use multimedia. I use to demonstrate songs. Sometimes to show the animated videos I prefer English language though we can find their Hindi language too.

Interviewer : Do you use only English language in your class?

Interviewee: When I was firstly appointed as a science teacher in this school I totally used English but after some time I felt that students are not getting I actually trying to say. After that, I started to use mother tongue while describing technical terms. It was not much touch for the students who were transferred from private schools but those who were the product of Nepali they feel a little bit tough. I use according to the subject matter. To demonstrate things I prefer mother tongue but in explanation I use English.

Interviewer: What training experiences do you have about teaching through EMI? If yes what are those?

Interviewee : Well I haven't got any trainings from the government for the effective implementation of EMI inside the class. I got some experiences from seminar workshops, conference and so on. Therefore, I do not have any

problem for implementing EMI. Specially, I did not get any training to teach science even though I do not have any problem for teaching social studies, I teach the students according to my own experiences.

Interviewer: Are there sufficient availability of resource materials in your school?

Interviewee: Really not. As a science teacher we need different varieties of materials but there is no concern of administration. I personally use my own laptop to show them some videos.

Interviewer: Are students inspired towards learning through EMI?

Interviewee: Comparatively students are inspired learning through EMI. They seem happy except some. Those who were from rural areas where even English subject taught in Nepali they feel a little bit difficult but others are happy. Most of the students in English medium are from Nepali background. They are not rich in vocabulary and feel shy while speaking in front of the class. Nevertheless, nowadays students are motivated and they are becoming habituate-using English. It is possible because of EMI.

Interviewer: What are the main reasons behind implementing EMI in your school?

Interviewee: The main reason behind it is demand of time as well as the parents. There is no single reason behind it. He further added the main reason is to fulfill the demand of 21st generations, the parents demanded it time and time again, to improve the reputation of the school, increase the enrollment, reduce dropout etc.

Interviewer: Do pupils understand whatever you teach in English?

Interviewee: Here I can realize the importance of language. It is not compulsory whatever you listen you must understand. That is why we are compelled to use another language to make the students comfortable.

Interviewer: What are the benefits do you think having English as medium of instruction ?

Interviewee: Firstly, students are becoming familiar to the global language which is English which is essential for their future career. Secondly, students can take same education in low cost.

Interviewer: Did you face any challenges/ problems in implementing EMI in your classes?

Interviewee: I am comfortable. But sometimes because of lack of competencies of the students as well as teachers in English language we are facing some.

Interviewer: How do you tackle the problems?

Interviewee: Though I haven't facing any problems but to the weak students I personally guide them in leisure time and I take some guidelines from our English mam.

Interviewer: What do you suggest for the effective implementation of EMI ?

Interviewee: The teacher whose English base is very weak and are not proficient in English language the government should provide different trainings. While selecting teachers they should examine the proficiency level of teachers and so on.

Interviewer : Ok. Thank you sir for separating your valuable time from your busy schedule.

Interviewee : Thank you.

Teacher 5

Interviewer: Namaste madam.

Interviewee: Namaste.

Interviewer: How are you?

Interviewee: I am good, how are you?

Interviewer: I am good too. So, how long have you been working as a teacher?
Could you please share me your experience?

Interviewee: I have been teaching since 15 plus years.

Interviewer: What is your experience on teaching language?

Interviewee: It was quiet challenging at the beginning, as I was new to teaching.
However, I am enjoying it these days.

Interviewer: Which medium did you use in the initial phase of your teaching
profession?

Interviewee: Teaching English in a community school is a tough task for a novice
teacher. I used to teach using both Nepali and English languages,
according to the situation.

Interviewer: When did your school implement EMI?

Interviewee: Our school started implementing EMI in 2072 BS.

Interviewer: What is your view towards English as a medium of Instruction (EMI)?

Interviewee: I think, EMI is just a trend than necessity. Children can be more
explored with their mother tongue rather than in English. However, to
some extent, it is beneficial too. It helps to be familiar with widely
spoken language English.

Interviewer: What do you think about implementation of EMI in your school?

- Interviewee: I think, we have been implementing EMI to deal with the worldwide use of English language and the demand of contemporary world. But, the children would get more explored if they get chance to learn in their comfort language.
- Interviewer: Do you have any training from the government to implement EMI in community schools?
- Interviewee: No, we are not provided any training regarding it. The government has stated to use the EMI in school but it is not implemented well and training was not provided to bring best result.
- Interviewer: Are there sufficient availability of resource materials in your school?
- Interviewee: Somehow but those are not really effective to teach the learners. It becomes old fashioned because students need new and modern.
- Interviewer: What sorts of learning activities do you use in your class?
- Interviewee: I usually apply activities like, pair work, group work, demonstration, using visual aids, questioning-answering, non-verbal communicative strategies and so on.
- Interviewer: Do you use only English language in your class?
- Interviewee: Yes, I least use Nepali.
- Interviewer: Are students inspired towards learning through EMI?
- Interviewee: Not all the students are inspired; it is because of their habit of using dominant language and lack of exposure on the target language.
- Interviewer: What are the main reasons of implementing EMI in your schools?
- Interviewee: Proficiency in English has been the demand of world. It is said that to be globalized and competent in the contemporary world, the knowledge of English has been compulsory. To make the children proficient in English language and demand of the parents as well, the implementation of EMI is most needed.

Interviewer: Do pupils understand whatever you teach in English?

Interviewee: Most of them do understand, but they require code mixing sometimes.

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

Interviewee: As English is the medium for global communication, the proficiency on it leads for international understanding, communication, trade and business, and so on. So it is better to apply EMI in schools to make the pupils able to compete with the world. After the introduction of EMI in our school, some of the parents have brought their children to our school from [English medium] private schools. This is a great achievement as we have gained the trust of the parents. The number of students seeking admission is increasing every year but we can't enroll all of them due to limited classrooms and teachers

Interviewer: Did you face any problems in implementing EMI in your class?

Interviewee: No doubt, Nepal is a multilingual country having multiplicity in language in culture. The most affective factor to teach English language is interference of the mother tongues and cultural differences.

Interviewer: How did you tackle the problems?

Interviewee: I motivate the learners not to have hesitation and fear speak whatever they know, and make them clear that it is not wrong to make mistakes, they can be solved later. I use audios, videos, ICT tools, body gestures to make them understand the contents.

Interviewer: What do you suggest for effective implementation of EMI?

Interviewee: There are so many of things required. Appropriate methods and approaches should be developed as well. EMI is not bad, rather it has positive impacts on the guardians and students, but because of lack of technical resources, we are not able to show audio-visual materials so the government should provide the resources. Moreover, I strongly

suggest that schools should provide different trainings as well as seminar to the both teachers and students.

Interviewer: Ok, thank you so much for your time mam.

Interviewee: Thank you.