

**Thesis on**  
**SHIFTING THE MEDIUM OF INSTRUCTION IN SCHOOLS**

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

**Submitted by**  
**Ganesh Datt Bhatt**

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

**2012**

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**Date of Submission: .....**

## **DECLARATION**

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

Date: .....

.....

**Ganesh Datt Bhatt**

## **ECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Ganesh Datt Bhatt** has prepared the thesis entitled **Shifting the Medium of Instruction in Schools** under my guidance and supervision.

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## **RECOMMENDATION FOR EVALUATION**

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# **DEDICATION**

Affectionately

Dedicated to

My parents who have devoted their whole life to make me

what I am today.

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## **ABSTRACT**

The thesis entitled “Shifting the Medium of Instruction in Schools” is an attempt to find out the challenges and perception of administrators, teachers and students towards shifting the medium of the instruction. The data was collected by distributing the questionnaire to altogether 40 informants. Among them 4 were administrators, 16 teachers and 20 students from government aided schools in the Kathmandu valley.

The data were analyzed in order to find out their challenges and perception towards shifting the medium of instruction. The major finding of the study shows that shifting the medium of instruction occurred due to the surrounding English atmosphere. Of the private schools and dominate of English language in the world. It is recommended that teachers are required to get language training and government has to provide sufficient authentic references and textbooks based on the socio-cultural situation of the country for creating the English environment in schools.

This study is divided into four chapters. Chapter one introduces general background of the topic, literature review, objectives, and significance of the study. The second chapter i.e. Methodology encompasses on the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter analyzes, interprets and presents the data descriptively and analytically. Chapter four presents the findings of the study on the basis of the analysis and interpretation of the data. On the basis of findings some recommendations and pedagogical implications are drawn. The references and appendix are the concluding parts of the study.

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6. Place of Nepali language in school
7. Language used by the teachers
8. Language mostly used by students
9. Most challenging in learning

## **LIST OF ABBREVIATION**

%	-	Percentage
eg	-	Example
i.e	-	That is
P	-	Page
SLA	-	Second Language Acquisition
CBS	-	Central Bureau of Statistics
NEPC	-	Nepal Education System Plan
UNESCO	-	United Nation Education, Scientific and Culture Organization
NEP	-	New Education Plan
EPH	-	Environment, Population and Health
HS	-	Higher Secondary

# **CHAPTER ONE**

## **INTRODUCTION**

The present research 'Shifting the medium of instruction in Schools' centralizes on the challenges of shifting the medium of instruction from local or national language to the English language. The study concerns, why is medium changed? And what are the challenges educational institutions faces after the medium is changed.

### **1.1 General Background**

Language is the only effective medium through which one can able to convey ones feelings to others. Diverse cultures and languages prevail in Nepal and hence the imperativeness of a single national language apparently seems in order to attain unity and sense of oneness amidst this diversity. Although there is seemingly a differences of opinion about the choice of the language. In the present day English is used as the global language and people view English as essential phenomenon. It becomes the language of science and technology, different explorations, research etc. are in English, in this regard also it become very important. Due to the wide spread of English, in Nepal also medium of teaching and learning in schools is being changed. Nepal quit naturally adopted English for building up its educational infrastructure. Along with Nepali, English is the second compulsory language in the Nepalese schools. English is both subject and medium of instruction from preprimary level in private schools; on the other hand government aided schools are also shifting into English medium. The issues of medium of instruction and questions related to effective learning constituted an important part of current debates on language education and the planning of education policies in multilingual and multicultural country like Nepal. In such context many languages are used as mother tongue. Children from different linguistic background come to the school where a single medium of instruction in teaching is really challenging.

Language teaching in multilingual situation is not simple work. One should be careful in planning for effective language learning.

### **1.1.1 Language Shifting in Nepal**

Nepal is a multilingual, multicultural country. People have different life style and living standard according to their religion, culture and social surrounding. People have changed their view to the national language because of the world wide spread of the English language.

According to Crystal (2003) language shifting is:

A term used in sociolinguistics to refer to the gradual or sudden move from the use of one language to another, either by an individual or by a group. It is particularly found among second and third generation, who often lose their attachment to their ancestral language faced with the pressure of the host country (p. 259).

Language shift is an intergenerational shift in mother tongue in favor of more widely spoken language that underlies language consolidation. Language shift is thus a slow, generational process. It can also be taken as a progressive process by which a speech community of speaker of one language becomes bilingual in another language and gradually shift to the second language is called assimilation. When a linguistic community ceases to use their original language, we speak of language death. Sanskrit and Hebrew language were often called dead language but it is to be noted that the status of Hebrew language reversed now (Singh and Poudel, pp 233-235).

When people observe the decline of their language by dint of pressure from the dominant language like English, the result is usually the language shift. If we try to view the linguistic scenario from global perspective, we can realize the fact that many smaller languages are dying out due to the spread of a world

language like English. Mostly, language shift occurs at a community's transition up to the new language; a community which was once monolingual becomes transitionally bilingual as a stage on the way to the eventual extinction of its original language. Thus, language shift involves bilingualism as a stage on the way to monolingualism in a new language: a process leading a language death.(as cited in Guragia and Pokhrel 2005 pp 143-173)

In some contexts language shifting is the cause of immigration, but language shift is not only caused by immigrant communities, rather it can be found in the non-migrant communities too. Political, economic and social changes can occur within a community and this may result language shift too. In Nepalese context, language is not only caused by immigrant communities, but social political and culture change also help for language shifting. It is natural to find cases of language dominate positive or negative attitude toward one language or the other, the decline in language loyalty resulting in language shift in multilingual situation of Nepal. These are some of the uniting and dividing forces which can operate in a multilingual setting. The most remarkable operate multilingualism in Nepal is the composition and distribution of speakers over wide geographical areas of the high lands and low lands of the country. Different linguistic background people move from one part to another for various reasons like education, occupation, better facilities and so on. Where their language are in marginalized and language shift occur.

Malla(1989) observed that despite the distinct decline in the percentage of Maithali, Bhojpuri, Avadi and Tharu speakers in the Terai zone, the mother tongues of the majority of the population of some of these zone still continue to be non-Nepali. This of course means that there are many areas in the Terai plains and else where Nepali remains a minority language (as cited in Pokhrel, 2010 pp 148-150)

Most minority languages are declining because of the lack of language loyalty among mother-tongue speakers. This situation could lead two consequences the



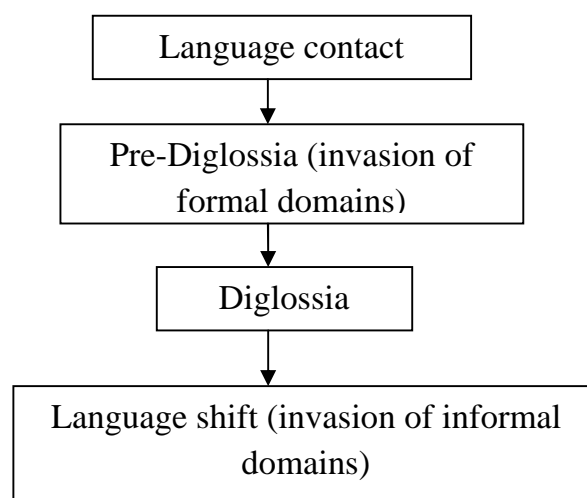
prevention of language spread and maintenance to the second language which is most cases in Nepali.

According to Rhydwen (1989) "... loss of language is not the loss of concept, an abstraction but rather it is what happens when people change their behavior and stop transmitting their language inter generationally." (As cited in Crystal 2000, p. 25).

Language shifting is not always the loss of language, in some context; language loss is also possible by language shifting. In the Nepalese context of language teaching and learning language shift is not the loss of concept, but emphasizing more to the second language than the first language or national language.

### **1.1.2 A Theory of Language Shift**

Language shift is a conventional term for the gradual or sudden move from the use of one language to another. Diglossia is also paramount stage in the process of language shift. Diglossia develops when there is contact between language and language varieties. According to Dahlim (2007; pp12-14) there are four main stages that a speech community goes through before language shift may transpire.



In the initial phase of this process of language shift, language content occurs. Invasion, immigration of workers or trade as well as industrialization,

urbanization and globalization render language spread, which facilitate new linguistic content situations, essential to multilingual societies. In the succeeding phase of the process, the language serves different functions in society, allocated to different domains. These domains, usually the formal and elite domains are conquered by the dominating language while the dominated language allocated the more formal and domestic domains. Diglossia then transpires when the two languages or language varieties co-exist, each assigned different functional role in the society. Diglossia does not guarantee the linguistic equality between poor and rich but differences emerge in only the formal public situations requiring the high varieties. So in diglossic situation two varieties codes or languages are used but they are kept apart functionally.

### **1.1.3 Sociolinguistic Situation of Nepal**

Nepal is a multilingual nation; however a single language has been given power, recognition and prestige while the remaining minority languages are impoverished and marginalized. The great biological diversity of Nepal is matched by its culture and linguistic diversity. Nepalese belong to 103 caste and ethnic groups (CBS 2001) who are largely Hindus, Buddhists, Kiratis, Animists and Muslims and speak around 92 languages officially recognized by the state (CBS 2001). As a result Nepal has evolved as a unique cultural space with numerous religions and philosophical values, customs and practices. The great biological diversity of Nepal is matched by its cultural and linguistic diversity. To put in Bhattarai and Gautum's (2007) words. "Linguistically speaking, Nepal is considered one of the

richest living laboratory which has stored more than one hundred living language distributed along the ecological-zones" (p. 32).

Describing the Linguistic Scenario of Nepal Taba (1992) says:

The country of Nepal is world famous for several reasons. It is not only the fact that Nepal boasts of the highest mountain in the world, but Nepal

also exhibits a remarkable wealth of cultural and languages. Right in the streets of Kathmandu the attentive observe can see a variety of consumer as well as hear variety of language spoken by visitors from the hill or from the terai. This is Nepal's unique heritage and wealth, a reason to be proud.(p. 1)

In Nepalese society, social exclusion of diverse form is related to their linguistic issue. It is important to recognize that Nepal is culture and ethnic mosaic so the country can capitalize the benefit of these complexities if the country is cognizance with the essence of as ethnic and cultural groups. In Nepal, particularly after the restoration of democracy in 1990, there is growing academic as well as public debate to redefine the role of the state and the nature of governance to accommodate its diverse social, cultural, ethnic, language, and racial groups on an equal footing. After the establishment of loktantra in 2006, the interim constitution (2007) recognizes Nepal as a multi- ethnic, multilingual, democratic, independent, indivisible, sovereign country with democratic republic. And it also made the following provisions for languages:

- All the languages spoken as the mother tongue in Nepal are the national languages of Nepal.
- The Nepali language in devanagari script shall be the official language.
- Notwithstanding anything contained in clause (2), it shall not be deemed to have hindered to use the mother language in local bodies and offices. State shall translate the languages so used to offices.(The interim constitution of Nepal,2007,part 1.Article 5)

Due to multilingual situation of Nepal, it is natural to find cases of languages dominance, positive, negative attitudes towards one language or the declaim in language loyalty resulting in language shift, and to maintain language under pressure of multilingual area, one remarkable concept of the multilingual

situation of Nepal is that every person is at least a bilingual. Nepali being a dominant language, people are shifting from their mother tongue to the Nepali language. (Rai.2005, p.137).

Nepal is world famous for various reasons like cultures, languages, customs, and so on. Various languages are used all over the country, and every community shall have the right to get basic education in their mother tongue as provided by the law.

#### **1.1.4 Language Planning in Education in Nepal**

Nepal has a rich linguistic diversity with 92 languages recognized by the last census held in 2001. But there are believed to be more than 120 languages existing in the country. Although unplanned/informal situation of Nepal is multilingual, it is monolingual country formally only one language getting privilege. Among the languages in Nepal, Nepali is dominantly used in the education sector. There is a growing concern of people in Nepal to determine the language to be used in education. The people and linguists are pressurizing the government to use mother tongue as a medium of instruction at least in primary level, where as some people argue that Nepali and English should be used in all levels because of the instrumental function associated with them.

The policy of the government about the language to be used in education has not remained consistent. Pandey et al.(1956, p 104 as cited in Turin ,2004,p.9) in National Education Plan Commission's report stated that "no other languages should be taught even optionally in the primary school because few children will have need for them, they would hinder the teaching of Nepal..." The commission simply felt that, if the younger generation is taught to use Nepali language which strengthen national unity.

National Language Policy Recommendation Commission (1993) suggested designing mother tongue curriculum and textbook with the aims of introducing the mother tongue as the medium of monolingual and transitional bilingual

primary education and literacy programmers. (As cited in Turin, 2004, p.2)  
Article 7 of 1971 Education Act of Nepal stated that the medium of instruction in schools shall be the Nepali language. Most language matters in Nepal have not been planned; they have evolved in response to historical circumstances. However, official government involvement in language policy is not new and dates back several hundred years. (Eagle, 199,p.272)

During the Panchyat rule, which ended in 1990, the ideological doctrine was one of 'one nation one culture, one language'. Nepal has come a long way since then in recognizing the multi-lingual nature of the country. The constitution of the Nepal 1990 had recognized Nepali as the 'language of the nation' (raastrabhasa) and all the mother tongues spoken in Nepal as its 'national languages' (raastriyabhaasha) in Article 6. It also accepted Nepali as the only official language. In addition, the constitution had also adopted the policy to promote and preserve Nepal's national languages. The constitution had also ensured the freedom of using mother tongue as a medium of instruction at the primary level of education. According to Yadava (2003,p.158). "It had been for the first time that some constitutional provision had been made languages other than Nepali in consonance with the exiting linguistic plurality in the country."

The population census of Nepal 2001 has identified 92 languages spoken as mother tongue. Besides, a number of languages have been reported as 'unknown' languages. (CBS, 2001) which need to be precisely identified on the basis of field observation and its analysis.

The interim constitution of Nepal 2007 has removed the tradition of the language of nation and national languages distinction and asserts that all the languages spoken in Nepal are national languages. The Nepali language has been regarded as the official language of the nation. But it shall not be deemed to have hindered the use of mother tongue in local bodies and offices.

### **1.1.5 Medium of Instruction**

Among the language in Nepal, Nepali was dominantly used in the educational system. Many researches, textbooks reference materials were in the Nepali language. Various studies have been carried out to find out which medium of instruction is better in the classroom some of them support the use of mother tongue where as some of them do not. In order to function a language as a medium of instruction, it should be accepted by all concerned parents, teachers, students and society. In Nepal two kind of schooling systems are in use. One is privately run schools, which are using English as the subject and medium of the instruction from pre-primary level and another is government aided schools. In which most of them are using Nepali as a medium of instruction (some use mother-tongue as medium of instruction at primary level). In private schools where medium of instruction is English, in such schools students enrollment is high, where as some government aided schools are at the verge of collapse due to the medium of instruction problem. Realizing this fact now government aided schools are shifting in to English medium. They are changing their whole educational activities into English medium. The provision of medium of instruction is changed and English is viewed as the medium of instruction in school. (as cited from Uprety, 1998, pp. 1-2)

Medium of instruction policies in education have considerable impact not only on the school performance of the students but also in the whole educational programme of the nation. It is used in the study of communication to refer to the functionally distinct dimensions in which message is transmitted. In many multilingual and multi-cultural countries the choice of the language for medium of instruction raises a fundamental and complex question. So, it is useful to consider how the language used supports the aim of the class and objectives of the whole educational programme. (As cited from Phyak, 2006, pp. 1-2)

Regarding the medium of instruction UNESCO meeting 1970 urges its member to use mother tongue as a means of communication. Medium of instruction is

the main factor which affects students achievement at least at primary and lower secondary level. In this regard the constitution of Nepal (1991) has made the provision for introducing all mother tongue spoken languages as the medium of instruction at primary level. This statement regards the promotion of indigenous language and helps elementary level children to learn in better way in their own mother tongue. But now the provision of medium of instruction is changed and English is viewed as the medium of the instruction in schools.

### **1.1.6 English is being a Medium of Instruction in Nepal**

Language is not a dead entity being fixed forever; it is very dynamic and changes over time. In fact, all living languages have changed and continue to change. Language change is the manner in which the phonetic, morphological, semantic, syntactic and other features of a language are modified over time. All languages are continually changing. In the same way, in the beginning English was the language of core speaking countries like America, Australia, and England etc. but now in the present world there are greater number of English speakers from other circle countries.

In Nepal before Ranas autocratic regime Sanskrit language was dominantly used in education. Ranas gave the special position to the Nepali language and introduce English language in education system with the establishment of Darbar High School in 1954. Similarly king Mahendra in 1962 promoted the national language with the slogan “one nation one religion and one language” undermining the rest of the languages of Nepal. The new education plan (NESP1971) discouraged other language except Nepali as the medium of instruction in schools. As a result Nepali language continued to grow and expand where as other languages suffered.

In Nepal most of the government aided schools use Nepali as the medium of instruction, in such schools, English is taught as a compulsory subject from grade one where as private schools adopt English as subject and medium of

instruction from pre-primary level. In privately run, English medium schools students enrollment is also satisfactory, observing the failing rate of enrollment in government aided schools they also change the medium of instruction (here Nepali to English) of the classroom. Quite recently government allowed mother tongue can be the medium of instruction in the primary level but medium of instruction in the classroom has become controversial issue nowadays. It is one of the debatable matters, whether mother tongue is the medium of instruction or any other language. Whatever may be the provision but now most of the government aided schools are using English as the medium of instruction in schools. They are focusing more to the English language than national language or mother tongue of the students.

English occupies a prominent position in the total education system of Nepal almost all university education. Tertiary educational colleges and privately run academic institutions use English for all academic purpose. This shows the growing interest of English in Nepal (Awasthi 2003). The majority of school use English as the medium of instruction in the world due to well spread of it, although most students are not sufficiently proficient in the language they are trying to learn, they are compelled by this weakness, in this way also objective of the national education policy are not grasped. To fulfill the goal, the need of the students, demand of the society should be addressed.

Due to the demand of the society and growing interest of the people toward English, Nepali medium schools are being shifted into English medium. Such schools (medium shifted schools) exist only in the society if they do better than private schools. Government has provided more facilities to the government aided schools but lack of regular supervision and monitoring, they lack to produce the better result. Main objective of shifting the medium of instruction is to develop the standard of the school and make competition to the private schools in terms of teaching and students' enrollment in government aided schools.



## **1.2 Review of the Related Literature**

Existing research in the department of English education are not directly related to the proposed topic, however, some of the related studies are briefly stated in this section.

Pokharel (1993) explained that the formulation of language planning and the implication of language policy in Nepal are challenging tasks due to the situation of bilingualism, language loyalty, language death, language shift etc. His suggestion for continuous programme to preserve and develop all the languages are very important. He has recommended to imply the programme in term of the number of speakers. Though his suggestion seems to be very practicable he did not talk about the need and attitude of indigenous people which is very important for language maintenance.

Bhatta (1997) carried out the research entitled 'Language Planning Policy in the Education sector of Nepal and the status of English in it.' He had attempted to find out the attitudes of the different groups of people toward the present language policy in the education sector of Nepal. He found that the attitude of the majority of population was negative toward the present language policy. He has suggested adopting multiple education policy and using mother tongue as a medium of instruction to facilitate learning. However he could not find out the attitude of different group of people towards their mother tongue, Nepali language and English language which are very important for language planning.

Ojha (2009) conducted a research entitled 'Language Planning in Education with Special Reference to ELT in Nepal.' He had attempted to find out the position of English language in education planning and views of educational planners, head teachers, teachers and English teachers' towards it. His study found that, English was taken as second and foreign language, and considered as the most important language for education in Nepal. However, he could not find out the attitudes of the different groups of people towards using the

English language as the medium of instruction or only the subject of study. That is very important for language planning.

Kuncha and Bothula (2004) carried out a research entitled 'The role of attitude in language shift and language maintained in a new immigrant community: A case study.' The study was conducted to investigate language attitude of mothers and children in Telugu community and how they relate to loss of language in an English speaking country. The study was carried out on new immigrants of Telugu community in New Zealand. They found that both mothers and children have less positive attitudes towards Telugu than English, which adversely affects Telugu language maintenance. Similarly, the majority of mother wants to speak Telugu at home while fewer children are willing to do so as they don't feel it necessary for their daily chores.

Chaubey et al. (2008) conducted a research entitled 'Language Shift by Indigenous Population: A Model Genetic Study in South Asia.' They carried out the research on Mushar population which is thought to have undergone language shift from Munda (an Austro-Asiatic language) to Hindi (an Indo-European language). The result revealed much closer genetic affinity of the Mushsar people to the neighboring Hindi-speaking population. This example shows that the language shift as such is not necessarily a signal for rapid genetic mixture, either maternally or paternally. The research was totally biological (genetic) linguistic study based on laboratory experiment method whereas the research I wanted to conduct is based on survey method.

Similarly, Heugh et al. (2006) carried a research entitled ' Final Report Study on Medium of Instruction in Primary level in Ethiopia ' their study found that mother tongue education is more effective in primary level and suggested teacher educators and teachers not used English as a medium of instruction.

However, the present study 'challenges of shifting the medium of instruction' is to find out the major challenges and benefits of the medium shifted schools and also help to collect the concerned peoples' attitudes toward medium shifting.

### **1.3 Objectives of the Study**

This study had the following objectives

- i) To find out the reasons behind changing the medium and adopting English language as the medium.
- ii) To find out the major challenges they are facing after changing the medium.
- iii) To suggest some pedagogical implication

### **1.4 Significance of the Study**

This study is significance for all government aided schools, which are at the verge of extinction and it will help to change attitudes of students, guardians, teachers and other concerned people towards government aided Schools. It will also help the government in the policy making and teacher implementation. It will help them to fix the position of English and importance of it in formal education. Since the main purpose of this research is to find out the challenges of language shifting in schools, though it will be useful for textbook writers, researchers and policy maker in national level

## **CHAPTER – TWO**

### **METHODOLOGY**

In this study, I adopted survey research design, since the study was aimed at finding out the challenges of language shifting in schools. This method enabled me to find out the necessary facts, opinions and practices to the subject mentioned above. The sources of data, sample size, sampling procedure, tools for data collection, process of data collection and the limitation of the study are specified as follows.

#### **2.1 Sources of Data**

I have used both primary and secondary sources of data to complete this research work.

##### **2.1.1 Primary Sources**

This study was primarily based on primary sources of data. The data were mainly collected from administrators, teachers and grade nine students of Vishwa Niketan H.S.S Tripushawar, Siddhi Ganesh H.S.S. Thamel, Bhageshwari H.S.S. Bhaktapur, and Adarsh Saula H.S.S. Lalitpur.

##### **2.2.2 Secondary Sources**

As the secondary sources, I consulted various books, journals, articles, and related previous research works available in print or online sources. Some of them were Wardhaugh (1986), Crystal (2000) Canagarajah (2008), Crystal (2003), Komondourous (2007) constitution of Nepal (2007) and so forth.

#### **2.2 Sampling Procedure**

For this study four medium of instruction shifted schools were selected in the Kathmandu valley. From the medium of instruction shifted Schools, forty respondents were selected on the basis of systematic sampling procedure.

There were three different strata of administrators, teachers, and students of grade nine. After that sixteen teachers and twenty students were selected on the basis of systematic sampling procedure and four administrators from each school were selected for the study. Hence, the sampled population includes:

<b>Respondents</b>	<b>Frequency</b>
Administrators	4
Teachers	16
Students	20

## **2.4 Tools for Data Collection**

Tools for data collection were questionnaires and semi-interviews. A series of open-ended and close ended questions were formulated to fulfill the aforementioned objectives of the study. Questionnaires were separately used for administrators, teachers and students. Sample of questionnaires are attached in the appendix I.

## **2.5 Process of Data Collection**

After preparing the sets of questionnaire, I went to the field for data collection. For this purpose, I selected and listed the name of the medium of instruction shifted schools in the Kathmandu valley.

- i) At first, I went to the medium of instruction shifted Schools and talked to the authority (head teacher) and explained the purpose and process of the research to them to get their permission to carry out the research.
- ii) After getting permission from the head teacher I requested them to fill-up one set of questionnaires from them, teachers (Social studies, EPH, Science, Account) and grade nine students. I assured them

confidentiality in terms of ethics of research regarding the information obtained through questionnaire.

- iii) Then, I distributed the questionnaires.
- iv) Finally, I collected the questionnaires and thanked the informants and School authority for their kind co-operation.

## **2.6 Limitation of the study**

The study had the following limitations:

- i) The study was geographically confined to the following Schools of the Kathmandu valley
  - Vishwa Niketan Higher Secondary School, Tripurshaver Kathmandu.
  - Siddhi Ganesh Higher Secondary School Thamel, Kathmandu.
  - Bageshwari Higher Secondary School, Bhaktapur.
  - Adarsha Saula Higher Secondary School, Lalitpur.
- ii) It was limited to the study of challenges of shifting the medium of instruction in government aided Schools.
- iii) The study was limited to four administrators, 16 teachers and 20 students from grade nine.
- iv) The study was further limited on the analysis of information obtained from forty informants.

## **CHAPTER – THREE**

### **ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA**

This section provides the analysis and interpretation of the data collected from the primary sources were analyzed and interpreted to fulfill the aforementioned objectives. For this study, questionnaire consisting of close-ended and open-ended questions were used as research tools. The questionnaires were prepared for administrators, teachers, and students. The perception and challenges of administrators, teachers, and students have been presented and described in this chapter. The percentage is the main basis for the data analysis. While analyzing the data, the total number of responses were counted and changed into percentage.

#### **3.1 Perception of Administrators towards Shifting the Medium of Instruction in Schools**

To find out the perception of administrators towards the shifting of medium of instruction in schools. I have collected the responses of four administrators who are from four different medium of instruction shifted schools, which were the sample of my study. For this study I have prepared open-ended questions. I have analyzed the responses by using both statistical as well as descriptive tools, and their views are analyzed one by one.

First they were requested to respond:

1. "Is Nepali speaking allowed in school premises?"

In response to this statement four out of four (i.e. 100%) respondents responded Nepali speaking was not prohibited in the school but inside the classroom English was compulsorily used.

2. "Which language do you think is the most suitable for medium of instruction in schools?"

In response of this question 3 out of 4 (i.e. 75%) respondents responded English can be the most suitable medium of instruction, relating to their own experience also. English would help to promote the educational status of the country to the international standard.

3. Similarly they were asked, "Why is medium of instruction change occurred?"

In response to this statement almost all (i.e. 100%) respondents responded, due to the globalization of English language, advancement of science and technology and surrounding English medium atmosphere of private school made essential of shifting the medium of instruction in government aided schools.

4. "What kinds of problems are frequently reported in school?"

In response to this statement 50% i.e. 2 out of 4 respondents responded different linguistic background of the students and their base for English language, behavior of the teachers were found the problems in the schools and similarly 50% responded the gap between theoretical and practical use of language were the problems reported in the school.

5. Administrators were asked, "What are the main challenges you are facing as being the administrator of English medium school?"

In response to this statement 2 out of 4 i.e. 50% administrators responded that the problem of group division according to the level of the students and attitude of the teachers were the main challenges and 50% responded the selection of the appropriate textbook according to the level and socio-cultural context of the country, motivating the teachers to use contextual



materials and theoretical knowledge to practical context were the main challenges.

- 6/7. Similarly, administrators were asked, "How is/was the students' enrollment before/after shifting the medium of instruction?"

Regarding the students' enrollment in medium of instruction shifted schools were high and satisfactory after shifting the medium of instruction in schools were responded by all the administrators.

8. "Why is English adopted as a medium of instruction?"

In our context of Nepal quite recently government allowed mother tongue could be the medium of instruction in schools but schools are adopting English as the medium of instruction. It is because of the surrounding English atmosphere of private schools, globalization of English language, demand of the society and perception of the society were the main causes of adopting English as the medium of instruction in schools according to the administrators.

9. "Are students making satisfactory learning progress in English?"

In response to this statement 30% respondents were satisfied with the progress of the students. Even different linguistic background of the students were found as the problematic factor in the school as comparing to the previous situations students were making good progress.

10. "How are you managing the problems of your teachers?"

In response to this statement all the respondents responded training was only the way to minimize the problems and they were managing also regarding the language problem teachers were suggested to read English newspapers, books, watch English movies and listen to English news, songs, etc.

11. "How do you evaluate the medium shifted situation?"

Almost all) i.e. 100%) administrators were happy with the satisfactory result of medium of instruction shifting. Such shifting helps them to enroll the students in high rate. They also suggested other schools which are at the verge of extension to adopt English as medium of instruction.

12. "What are the reactions of parents to the modern policy of the schools?"

All the parents were found happy with the present policy of the school. They are encouraging and supporting each and every activity of the school for its welfare.

13. "Are textbooks in English medium easily available?"

In response to this statement all respondents responded textbooks in English medium were easily available from the different national and international publications but figures, citations, and some terms were not digestible in our context.

14. Finally administrators were asked, "Are parents involved in making decision on educational issues? And are parents happy with the present policy of the school?"

In response to these statements all the respondents responded positive and co-operative behavior from the parents. They were providing valuable suggestions and actively participating in each and every activities of the school. Parents were showing enthusiastic behavior and extremely happy with the present policy of the school.

### **3.2 Perception of Teachers towards Shifting the Medium of Instruction**

Teachers are the important characters in the teaching learning process. To find out the views and challenges of teachers. 16 teachers from medium of instruction shifted schools were selected. Teachers were selected according to the subject wise like social studies, EPH, Science, Account etc from the four schools of the Kathmandu Valley. Teachers were requested to respond to five close-ended and seven open-ended questions. The responses obtained from them are interpreted and analyzed below:

#### **3.2.1 Challenges in Teaching**

Nepali language was the medium of instruction in government aided schools, teachers had to teach all the theoretical subjects in Nepali medium but now it is changed and in some schools English is being medium of instruction. To find out the challenging factor in their teaching, teachers were asked, "Which one of the following do you think is the most challenging in your teaching?" The responses obtained from them are presented below in the table:

**Table No. 1**

#### **Challenges in Teaching**

Challenges in teaching	Frequency	Percent (%)
Language Problem	6	37.5
Methodology problem	6	37.5
Multilingual background of the students	4	25
Any other	0	0
Total	16	100

The above table shows that 6 (i.e. 37.5%) out of 16 respondents responded that they had a language as a challenging factor in their teaching. Similarly 6 (i.e. 37.5%) were facing methodology problem and 4 (i.e. 25%) as a multilingual background of the students were the challenging factors in their teaching. From the above table we can conclude, shifting the medium of instruction is not only ultimate solution of government aided schools but management of the teachers and present innovations should be addressed.

### 3.2.2 Language Management in the Classroom

To find out the current situation of classroom management (in terms of language) teachers were asked, "How do you tackle the language problem in your classroom?" The responses obtained from them are presented below in the table:

**Table No. 2**

#### **Language Management in the Classroom**

<b>Teacher tackle the language problem</b>	<b>Frequency</b>	<b>Percent (%)</b>
Translating	10	62.5
Explaining in English	6	37.5
Narrating in mother tongue	0	0
Total	16	100

The above table shows that 10 (i.e. 62.5%) in total informants responded translation method was used to solve the language problem, 6 out of 16 (i.e. 37.5%) tackle the language problem by explaining in simple language and no teachers were found, who used mother tongue in the classroom it could be the reason of multilingual classroom where was not the dominance of a single language.

### 3.2.3 Medium Teachers Like most

To find out the views of the teachers towards the proper medium to be used in the schools they were asked, "As a teacher you taught in both media in the beginning in Nepali and now in English which one do you find easy for teaching?" The responses obtained from them are presented below in the table:

**Table No. 3**

#### **Medium teachers like**

<b>Medium Teachers like</b>	<b>Frequency</b>	<b>Percent (%)</b>
Nepali	11	65.75
English	5	31.25
Any Other	0	0
Total	16	100

The above table shows that 65.75% teachers feel easy in teaching in Nepali medium only 5 out of 16 (i.e. 31.25%) prefer English for teaching. This shows that highest percent of teachers prefer Nepali medium for teaching in schools.

### 3.2.4 Sources of Collecting the Materials

**Table No. 4**

#### **Sources of Collecting the Materials**

<b>Sources</b>	<b>Frequency</b>	<b>Percent (%)</b>
Library	4	25
Internet	3	18.75
Text book itself	8	50

All	1	6.26
Total	16	100

In order to facilitate classroom teaching teachers were asked how they collected materials for classroom teaching. In response to this statement 4 (i.e. 25%) teachers collected materials from the library, 3 (i.e. 18.75%) from internet, 8 (i.e. 50%) depend only on the textbook and only one (i.e. 6.25%) consult all the sources to facilitate classroom teaching. This shows the greater number of teachers i.e. 50% depend only on the textbook.

### **3.2.5 Changes after Shifting the Medium of Instruction**

The respondents were provided an opportunity to put their views about the shifting the medium of instruction. They were also provided a change to clarify their views. They were asked to respond to the question, "Do you find any change in the school after shifting the medium of instruction?"

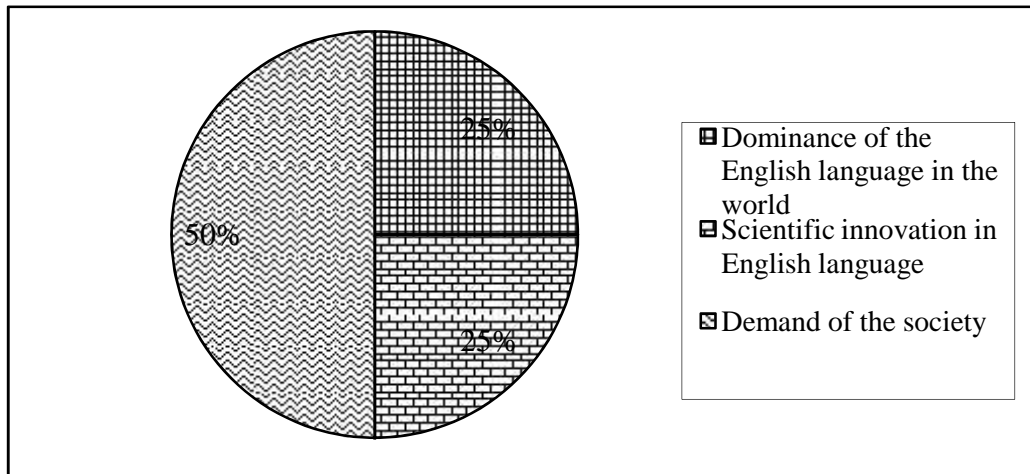
In response to this statement almost all respondents responded positively that is shifting the medium of instruction created drastic change in the enrollment of the students, behavior of the parents, and it also helped teachers to collect sufficient materials.

### **3.2.6 Causes of Shifting the Medium of Instruction**

To find out the causes of shifting the medium of instruction in schools teachers were asked, "Why do you think these shifting exist in the schools?" The responses obtained are presented in the following figure:

**Figure No. 1**

**Causes of shifting the medium of instruction**



Six of the total respondents responded shifting exist due to the globalization of the English language in the world 4 (i.e. 25%) responded because of the demand of the society and it is because of the scientific innovations and development in the world and which is in the English language may be the cause of responded by the teachers.

**3.2.7 Position of the Students**

Teachers were asked, "Whether or not the students are fully competent to use English in the classroom?"

In response to this statement all respondents responded their students were not full competent to use English, it could be the cause of different linguistic background of the students, exposure in Nepali language which they got in the beginning but their enthusiasm of learning English and high enrollment shows they would be competent to use English.

**3.2.8 Language in the Classroom**

There is large number of students in the classroom with different linguistic background to find out the teachers' strategy to manage the classroom

environment they were asked, "How do you manage the classroom environment for different linguistic background students?"

The responses obtained from them are elaborated below:

Among the teachers 50% of the respondents responded it was the challenging issue to their classroom. Neither all students were competent in English medium so, they were compelled to use Nepali language in the classroom. In order to manage classroom environment translation and explanation in simple English were interchangeably used in the classroom.

### **3.2.9 Common Problems for Teachers and Students**

In order to find out the common problems of the teachers' and students' they were asked, "What are the common problem of teachers and students?" The responses obtained from them are listed below:

- Language problem
- Background of the students
- Traditional ways of teaching
- Gap between the theoretical knowledge and practical implementation
- Lack of reference materials

From the above responses, we can conclude that there are lots of problems in English as medium of instruction. Teachers were not able to use English medium because of the base of the students and traditional ways of teaching.

### **3.2.10 Need to Change by School Administration**

Finally, teachers were asked, "What do you think in the present policy need to change by the school administration?"

Almost all respondents' responded school has to manage sufficient training session for the teachers, and language teaching for the teachers and students. Awareness raising types of programs should be used in the school. Sufficient



educational materials in audio-video types should be managed, all the sources like library, internet facility should be managed, and students should be divided into different groups according to the proficiency in the English language.

### **3.3 Perception of Students towards Shifting the Medium of Instruction**

The main goal of teaching learning activities is to impart the knowledge and skills to the students as well as develop communicative competence. Thus, students are central characteristics of teaching and learning activities. The selection of medium of instruction by administration may not be appropriate for the students if they are not competent to use that language. To find out the perception of the students towards shifting the medium of instruction, 20 students from medium of instruction shifted schools were selected on the basis of systematic sampling procedure. Students were asked to respond 5 close-ended and 6 open-ended questions. The responses are analyzed and interpreted below:

#### **3.3.1 The Language that Students Prefer**

English language is adopted as the medium of instruction in schools. To find out the extent of language which they like to speak in the school; students were asked to answer the question, "Which languages do you like to speak most in school?" The responses obtained from them are presented below in the table:

**Table No. 5**

**Language students like to speak in schools**

<b>Language students like</b>	<b>Frequency</b>	<b>Percent (%)</b>
Mother tongue	0	0
Nepali	9	45

English	10	55
Total	19	100

Students were asked to choose the language which they like to speak in the school premises, and 45% of the total informants (i.e. 9%) were interested to speak Nepali language and 55% interested to speak English, having multilingual classroom environment. No student was found who liked to speak mother tongue in the school premises. On the basis of above data, we can conclude that English speaking is liked by the students.

### **3.3.2 Place of Nepali Language in School**

To find out the place of Nepali language in school premises, students were asked a question, "Is Nepali speaking allowed in school premises?" The responses obtained from them are presented in the following table:

**Table No. 6**

#### **Place of Nepali language in school**

<b>Nepali language allowed</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	18	90
No	2	10
Total	20	100

The above table shows the place of Nepali language in the school, where 18 out of 20 (i.e. 80%) students responded speaking Nepali language was not prohibited only 10% responded it was prohibited and English was strictly used in the school premises. On the basis of above data, we can conclude that national language is not prohibited in the school.

### 3.3.3 Language used by Teachers

Language plays vital role in the classroom. To find out the mostly liked language by the teacher in the classroom. Students were asked, "Which language mostly teachers use in the classroom?" The responses obtained from them are presented in the following table:

**Table No. 7**  
**Language used by the teachers**

<b>Language</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Nepali	4	20
English	7	35
Both	9	45
Total	20	100

The above table shows that 20% students responded Nepali language was only used by the teachers. 35% were responded only English language was used and 45% responded teachers used both languages that is Nepali and English in the classroom.

### 3.3.4 Language mostly used by the Students

To find out the language used by the students in the classroom they were asked, "In which language do you raise the question if you don't understand?" The responses obtained from them are tabulated in the following table.

**Table No. 8**  
**Language mostly used by students**

<b>Languages</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Nepali	12	60

English	8	40
Mother tongue	0	0
Total	20	100

The above table shows that 12 out of 20 (i.e. 60%) students raised question in the Nepali language, 40% in the English language; no one was found who used mother tongue in the classroom. On the basis of above data, we can conclude that Nepali language is mostly used in the classroom.

### 3.3.5 Most Challenges in Learning

To find out the main challenging factor of the students in English medium, they were asked, "Which one of the following is the main problem of your learning?" The responses obtained from them are presented in the following table:

**Table No. 9**

#### **Most challenges in learning**

	<b>Frequency</b>	<b>Percentage</b>
English language	6	30
English medium textbooks	10	50
Any other factor	4	20
Total	20	100

The above table shows that 30% of the total informants were facing the English language problem, 50% were facing problem with English medium textbooks and 20% students were found other factors like fluency in English, grammatical problems etc. Stimulus for using English in their day to day life was the main challenges for their learning. On the basis of the above data, we

can conclude that English is the most challenging for the students in their learning.

### 3.3.6 Encouragement for studying in English Medium

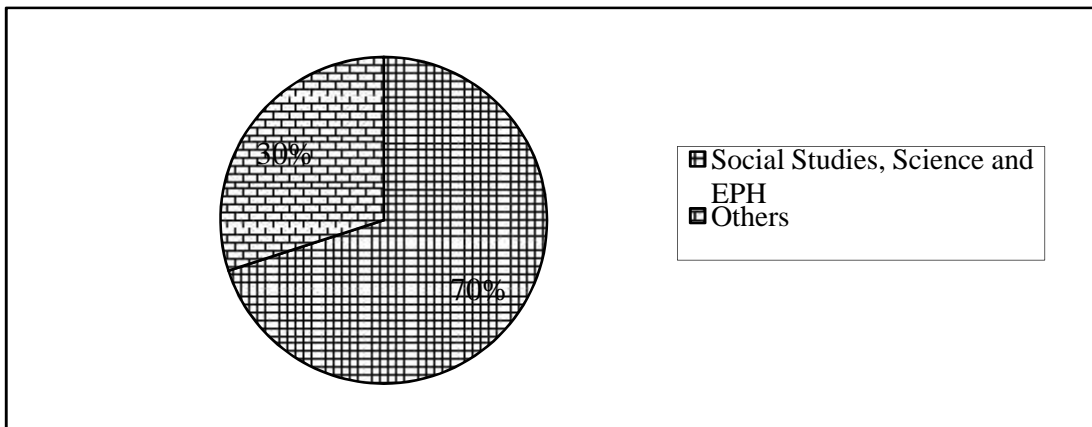
The informants were asked, "Who encouraged you to study in English medium school?" In response to this statement almost all informants (i.e. 100%) responded their parents and surrounding English atmosphere of private schools encouraged them to study in English medium government aided school.

### 3.3.7 Most Difficult Subject for Students

The respondents were provided opportunity to put their views on the most difficult subject and asked to answer the question, "Which subject do you find most difficult? Why?" The responses obtained are presented in the following figure:

**Figure No. 2**

**Difficult Subject for the students**



The above figure shows that 70% students responded social studies, environment, health and population and science were the most difficult subjects. They felt these subjects difficult because of the difficult vocabularies, lack of sufficient explanations, language, and guidance from the teachers, where as 30% students responded other subjects like grammar, maths, etc as

the difficult subjects. On the basis of above data, we can conclude that most of the students are found problem in theoretical subjects and base for English language.

### **3.3.8 Views on English Medium**

To find out the views of the students and their enthusiasm to the English medium they were asked, "Are you happy in the English medium school? And which medium do you like most?" In response to this statement almost all (i.e. 100%) informants responded they were happy in the English medium school and they also added there must be complete English atmosphere and sufficient English medium textbooks and materials in the schools.

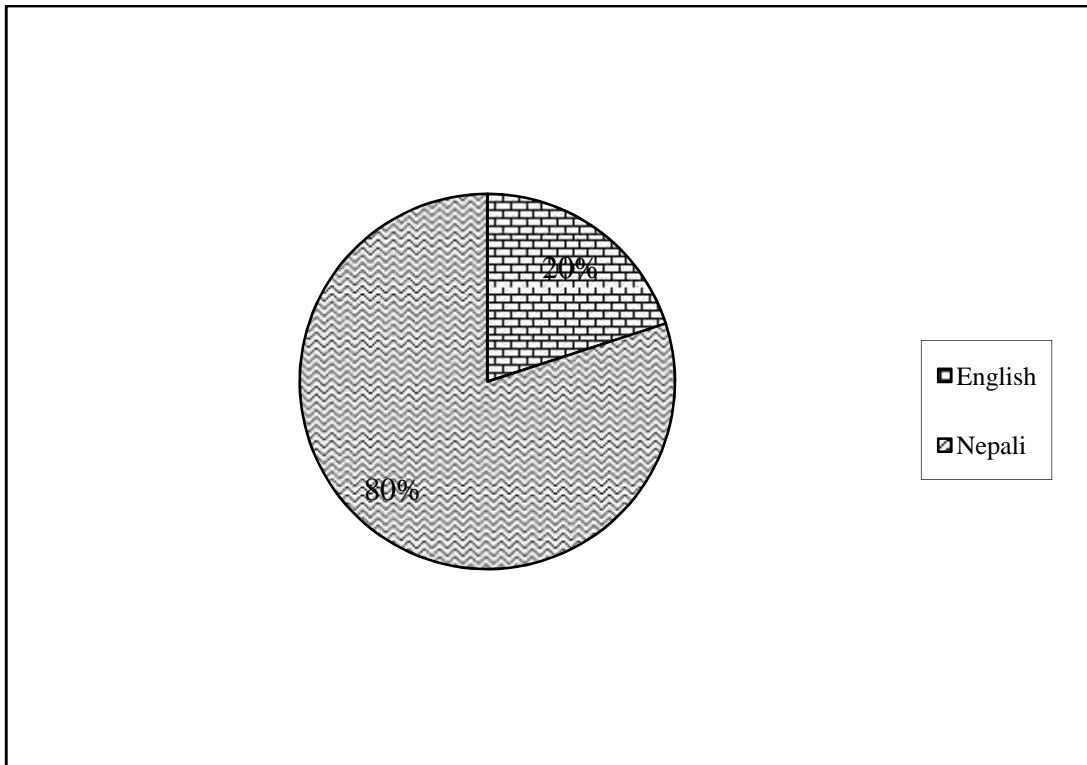
### **3.3.9 Language used in Classroom**

The respondents were provided opportunity to put their views on the language which they used in the absence of their teacher, to find out their views on that they were asked to answer the question, "In which language do you interact with your friends if your teacher is not available in the school?"

The responses obtained from them are presented in the following figure:

**Figure No. 3**

**Language used in the classroom**



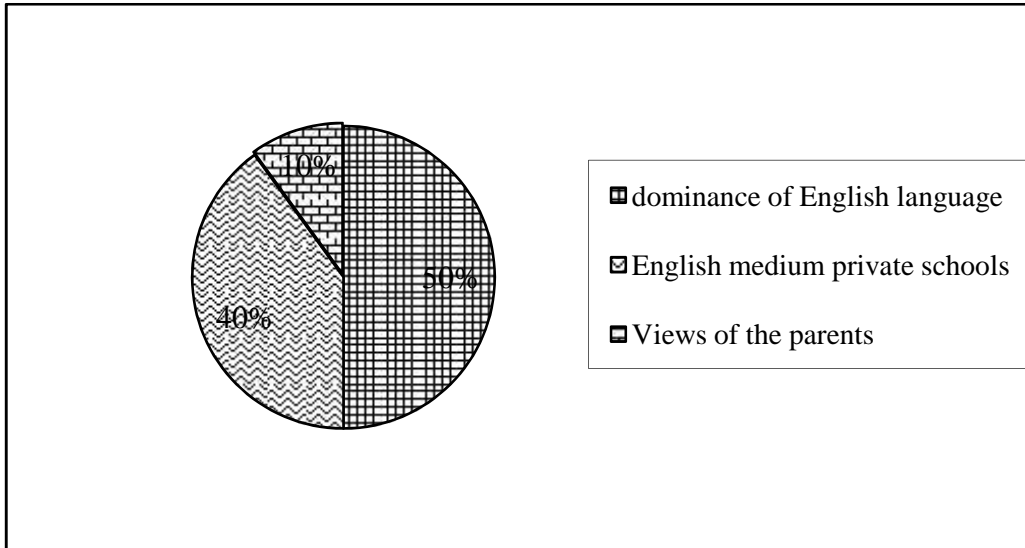
Among the students 20% respondents said they use the English language and 80% said they use the Nepali language to interact with their friends if teacher was not available. We can conclude on the basis of above data that Nepali language is dominantly used in the classroom.

**3.3.9 Medium of Instruction for Schools**

To find out the students' views on shifting the medium of instruction, they were asked to reply the question, "Why do you think medium of instruction change occurred?" The responses from them are presented in the following figure and described below:

**Figure No. 4**

**Medium of Instruction for Schools**



In response to this statement 50% respondents responded medium of instruction change occurred due to the dominance of the English language in the world and its demand in the society, 40% responded to compete with private English medium schools and 10% responded that the views of parents and their desire to teach their children in English medium schools caused the change of the medium of instruction in schools.



## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

#### **4.1 Findings**

After the rigorous analysis and interpretation of the collected data; most of the administrators, teachers and students recommended English for the medium of instruction in government aided school.

##### **4.1.1 Findings from the administrators' perspective**

- i. It is found that 80% administrators were happy in the English as the medium of instruction in schools.
- ii. Regarding the proper medium of instruction in schools 75% administrators suggested using English as the medium of instruction in schools.
- iii. Behavior of the teachers and group division according to the level/ proficiency of the students are found as main challenges for the administrators.
- iv. It is found that speaking Nepali is not prohibited in the school premises.
- v. It is found that shifting the medium of instruction occurred due to the surrounding English atmosphere of private English schools and globalization of the English language.
- v. Managing training session and making teachers aware of reading English books, newspapers were used to solve the language problem.

- vi. It is found that students' enrollment after shifting the medium of instruction is high.
- vii. Parents are found happy with the present policy of the school and they are also actively involved in planning and policy making.
- viii. Administrators were found satisfied with the progress of the students.

#### **4.1.2 Findings from Teachers' perspective**

- i. It is found that 37.5% teachers felt language, 37.5% teachers have methodology and 25% teachers have multilingual background of the students as challenges for their teaching.
- ii. Regarding the language management in the classroom 62.5% teachers use translation method and 37.5% explained in simple English.
- iii. Among teachers 68.5% prefer Nepali language for teaching.
- iv. It is found that 25% teachers consult library, 18.75% internet and 50% depend only on the textbook for collecting reference materials for their teaching.
- v. Students are found incompetent to use English in the classroom.
- vi. Multilingual background of the students, traditional ways of teaching, lack of resources like library, internet is found to be the common problems of students and teachers.

#### **4.1.3 Findings from Students' Perspective**

- i. Most of the students are found to be happy in English medium school. Regarding the choice of the language 55% students prefer English and 45% Nepali.

- ii. Regarding the place of the Nepali language in the school premises 90% students use Nepali language.
- iii. It is found that 45% teachers use both Nepali and English languages, 35% use English and 20% use only Nepali language in the classroom.
- iv. Among the students 60% of them raised the question in Nepali if they don't understand their teachers.
- v. English medium textbooks were found most challenging for the students.
- vi. Among the students 70% found the problem in understanding the theoretical subjects like social studies, EPH, etc.
- vii. Among the students 80% prefer to speak the Nepali language with their friend in the classroom if their teacher was not available.

## **4.2 Recommendations**

On the basis of the findings obtained from the analysis and interpretation of the collected data, some salient pedagogical implications with some recommendations have been suggested as follows:

1. Language policy in education with regard to language choice for medium of instruction in Nepal is suitable to adopt the current innovation, development of science and technology. But to adopt English as a medium of instruction. There should be proper planning regarding the manpower and its implementations.
2. It can be suggested to the government to establish language council with full responsibility of producing and supplying textbooks, skilled manpower and other necessary materials to make English as medium of instruction in government aided schools.

3. Proper monitoring, supervision, and implementation should be there in the regular interval.
4. Administrators are required to manage sufficient theoretical, methodological and language training for their teachers.
5. English medium textbooks, reference materials in audio-video forms should be managed according to the demand of the subject.
6. It would be better if the students are divided into groups according to the level and proficiency of language use.
7. Before prescribing textbooks for particular level its language, cultural appropriateness, and its authenticity of resources should be checked.
8. Modern methodologies (task-based, situational language teaching, etc) should be introduced in the schools.
9. There should be learner autonomy in the classroom to foster them to use language in natural way.

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