

# CHAPTER ONE

## INTRODUCTION

This is the study entitled **English as a Medium of Instruction in Public Schools: Practices and Perceptions of Teachers and Students**. This introduction part of the thesis includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of Study

Medium of instruction refers to a language used in teaching which may or may not be the official or national language of nation. It is used to facilitate the students with content knowledge and to be familiar and learn of that particular language. Dearden (2014, p. 2) defines EMI as "the 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". According to Huong and Van, "The argument for establishing the programs of EMI is that it will improve the quality of English learning, when English learning is directly linked to content" (2010; 2008, p. 34, as cited in Vu & Burns, 2014, p.9). Using English language to deliver subject matter, it does not specially focus on language teaching even though often the underlying rational for using EMI is to improve students' language skill while content is being delivered. Furthermore, Coleman (2011b, p.18) argues that English is assumed to play an important role in "increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information and acting as an impartial language". There is no doubt that EMI is associated with socio-economic realities that English is largely needed for global employment and higher studies. A recent research of Coleman and Nunan (2011; 2003, as cited in Phyak, 2017, p.1) argue that "English language

teaching is increasingly embraced as an important aspect of educational reforms in developing countries, local challenges, (lack of) resources, and pedagogical practices are often overlooked".

Moreover, if we look at the situation of English throughout the rest of Asia, Kirkpatrick (2011, p.100) found "English is a compulsory subject in primary school and is gradually being introduced earlier and earlier into the curriculum". Besides, we can observe most of the non-native speakers and governments want to imply English in education, office, media, trade and organization. In Nepalese context, institutional schools have adopted EMI from very earlier. According to Curriculum Development Center (CDC) (2007), "the goal for learning English in Nepal has been to gain access to rich body of knowledge available in English". As a result, in order to provide quality education, bring all children at school and make person proficient in communications, government has brought the policy of EMI in community schools. We can see most of the parents are eager to provide education to their children in English. Following the same spirit rightly Phyak (2017, p.8) says, "public schools are adopting the EMI policy to help 'students develop their English language proficiency' ". The trend of sending children to English medium school and college has begun as English mania today in Nepal. We can see, instruction in English is started by most of the school at ruler and urban areas. When Coleman (2011) commonly observed in the educational context of many developing countries in Asia and Africa, teaching and learning of English has often been linked to economic prosperity, development and access to rich body of knowledge available in English. But the government may have a certain trend and system in choosing medium of instruction. It may be based upon the need, interest and context of stakeholders. In a Nepali context, Education act 1971 of Nepal had made the provision related to the medium of instruction can be Nepali and English or both where as School Sector Reform Plan (SSRP) (2001-2015) suggested, instruction in mother

tongue in grade one to three. But most of the public schools are now running in English medium because of a market driven demand of the community, English is the most widely used language in Nepal after Nepali language. Eagle (2000, as cited in Giri, 2014) argues bellow:

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

However, to imply EMI in classroom is really challenging job in Nepali context. Teachers should have the good pedagogical knowledge. Sometime we can see some teachers have been adopting translanguaging pedagogy to make students understand content knowledge and to break down the silence of students in class. Phyak (2017, p.10) defines translanguaging as a "meaning making process through functionally grounded hybrid and fluid language practices". It means, it is an approach to bilingual or multilingual education and natural language practice where existing total linguistic knowledge of learners' as a resource to learn a particular language which facilitates accessing different linguistics features of autonomous languages in order to maximize communication competence. In addition, Cummins (2005) has suggested that cognate instruction, translating activities, and bilingual dictionaries can help tap into students' heritage languages which are helpful to learn English. Researchers and educators hold that effective instruction for English language learners (ELLs) should leverage heritage languages in instruction (August & Shanahan, 2006); The Working Group on ELL Policy (2009) recognizes that "most schools fail to capitalize on (ELLs') linguistic resources" (p. 2) and

points out that the “use of the home language can promote English language development and academic achievement, particularly in literacy” (pp. 3-4). However, in Nepali context Phyak (ibid., p.7) found that 'most English classes in his study schools are teacher and textbook-centered'.

Regarding the perceptions of stakeholders, there are the various perceptions towards the use of EMI. Phyak (ibid.) concludes, "although the teacher acknowledges the importance of English as an international language, but for him it is difficult to teach English in English". Furthermore, it was found that students are 'hesitant and ashamed of speaking English due to their weak English speaking proficiency'. For both the students and teachers, speaking English outside the classroom is a strange thing in our local context. In spite of different circumstances, government has implemented EMI in public schools' classroom.

## **1.2 Statement of the Problem**

English as a medium of instruction is the use of English language for instructional activities. Regarding the policy provision of medium of instruction (MoI) government has brought the new MoI policy which is flexible; school can choose English or Nepali, as a result most public schools are shifting from Nepali to EMI. At present, English is not being only the fashion but also the need of the day. Each parent wants to hear their children speaking English and even most of the individual wants to speak English language. As a result significant numbers of the English medium instructional schools have been established at rural and urban areas. It is seen that public schools are shifting towards EMI in order to make the learners proficient in English language, for provided them with quality education and to compete with private schools.

However, to implement EMI in non-native context of English is not easy task. It requires the competent English trained teacher, appropriate and adequate

materials in English language and active teachers and students. Only to implement the policy of EMI is not the success of EMI, there should be appropriate practices and positive result but the government has not been concerning about the real use of EMI in real classroom, its effects to the teachers and students and teaching methodologies. They just concern about the superficial reality beyond the classroom realities. They have not been observing effectiveness of using EMI, the teachers' qualification, teaching resources and the learning outcome of students. In the name of implementing EMI, government and many other NGOs and INGOs have been investing huge amount of money and resources which have not been seemed using appropriately. On the other hand, parents are also happy to send their children in English medium schools but they do not aware about the classroom pedagogical reality. So it is important to consider the real use of EMI in public school for a discussion in this research work.

I have chosen this area for my study because this research is relevant in order to explore the classroom pedagogical reality of using EMI in public schools. In this regard, my research is based on public schools of Sindhupalchok district where EMI has been implemented. This study attempts to explore what are the perceptions of teachers and students towards the use of EMI?, why are these schools shifted to EMI?, what have the teachers and students been expecting from EMI?, and how are they teaching and learning in EMI class? Moreover, this study seeks to inform not only perception of teachers and students about EMI, but also informs how teachers can implement pedagogies that facilitate the use of EMI. In order to find out the pedagogical implementation of EMI inside the classroom, I have conducted this research because a little attention has been paid by previous study which has not been extensively studied. So, in this research study, I have explored the existing situation of EMI applied in public schools' classroom and perception of teachers and students regarding the implementation of EMI.

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

The study had the following objectives:

- a) To analyze the perceptions of teachers and students regarding the use of EMI in classroom teaching.
- b) To explore the classroom pedagogical practices of using English as a medium of instruction.
- c) To draw some pedagogical implications of existing EMI policies and practices for teaching and learning.

### **1.4 Research Questions**

The study work had the following research questions:

- a) What are the perceptions of teachers and students towards the use of EMI in classroom teaching and learning?
- b) What are the classroom pedagogical practices of using English as a medium of instruction?

### **1.5 Significance of the Study**

As the study highlights the classroom pedagogical realities of using EMI along with perceptions of teachers and students, the finding and conclusion of this study will be beneficial to all the people who involve in language teaching and learning. Specially, the parents, administration, authorities of public schools who want to implement EMI and the school management committee (SMC) of public schools will be benefited more because this study presented the perceptions toward EMI, benefits of EMI and the classroom pedagogical realities of using EMI. Moreover, the government and language planner will be benefited by getting the opportunity to know the current demands of the people about medium of instruction and they will be informed that what the

prerequisites of EMI program are. As well as they will get the chance to review and improve the policy of using EMI.

Mainly, the study is expected to be useful to the students and teachers who have been teaching and learning through EMI at school level because the findings of study have clearly explored how English is being used as a medium of instruction in classroom, what types of pedagogical materials and methodologies the teacher have been adopting to make students understand the content in English. The teachers will also know new strategies and materials to teach learners in English. Moreover, they will be aware of impact of English in the present era and also about the challenges and opportunities of EMI program. They will also get the opportunity to reflect, evaluate and improve own teaching and can create new teaching methods and strategies to teach.

Similarly, the study is expected to be more significant to know the students how to learn through EMI and what strategies they have to follow to be success. In addition, they will know the actual condition of the use of EMI in classroom, benefits of using EMI as well as issues and challenges of using EMI. It will provide not only the information about important of use of EMI in real classroom rather it will also provide some pedagogical implication for further learning in EMI class. Thus, the research work will be broadly fruitful to the all who are involved in the field of education. Lastly, this study will be helpful to the further researchers to carry out in the related field.

## **1.6 Delimitation of the Study**

The study had following delimitations:

- a) The study was limited to the students and teachers of public schools.
- b) The research area of the study was limited to "public schools of Sindhupalchok district".

- c) The research tools were limited to classroom observation, questionnaire and focus group discussion (FGD).
- d) The sample size of the study was limited to thirty teachers of five schools, eight classroom observation and FGDs in two groups among 10 students (5 students in each group).

## **1.7 Operational Definition of the Key Terms**

The key terms that were used in the study are listed and defined as follows:

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

**English as a medium of instruction:** It refers to the use of English language as an instruction to teach academic subjects in public school of Nepal where English is not first language.

**Public school:** It refers to the schools financially supported by the government of Nepal.

**Perceptions:** It refers to the beliefs, opinions or understanding of teachers and students towards the use of EMI in public schools.

**Pedagogical Practices:** It is the methods, strategies, and/or styles of instruction in teaching and learning. In this study the term 'Pedagogical practices' refers to the use of methods, strategies or style to teach and learn in EMI classrooms in public schools.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter includes review of related theoretical literature, empirical literature, implications of review for the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

The review of literature provides clear guideline about the research study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and finding and is the best way to conceptualize the core ideas to carry out the research study. This section includes the discussion on English as a medium of instruction in Nepal, English in Nepal and EMI in Nepal, pedagogical approaches in EMI classes, perception of teachers and students, challenges of implementing EMI in community school of Nepal and conceptual framework. A number of books, articles and policy documents related to the study were reviewed under theoretical literature.

##### **2.1.1 Medium of Instruction**

Medium of instruction is a language used in teaching and learning which may or may not be the official or national language of nation. It is a vehicle through which education is delivered to facilitate the students with content knowledge along with the learning of that particular language. According to National Curriculum Framework (NCF, 2005), MoI as "may or may not be the official language of the country or territory where the first language of students is different from the official language". As medium of instruction language is used as an instruction to receive the information where there is the connection of instructor and learner through instruction. The medium of instruction gives importance to the particular language. Moreover, it is used to teach the language, or educational contents through the target language, increases the

amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it (British Council, 2008).

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

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

### **2.1.2 English as the Medium of Instruction**

English as the medium of instruction refers to the use of English language as means to give education to the learners in academic institution. According to Dearden (2014, p.2) "the working definition of EMI is: The 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". The use of English medium is the way of activities of teaching in English. The use of English as the lingua franca medium of instruction (EMI) at higher education institutions (HEIs) across the globe is today considered the most significant trend in educational internationalization (Chapple, 2015, p.1). Several countries of the world have been starting English as a medium of instruction not only as a foreign language subject but increasingly as a language of learning. Dearden (ibid, p.2) states that there is a fast-moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects. Hu (2007, as cited in Chapple, 2015, p.1) found that in Asia, universities in countries like China, Taiwan, Korea Vietnam, Indonesia and Malaysia are increasingly adopting English as a way to gain access to cutting-edge knowledge, enhance national competitiveness in innovation and knowledge production.

If we look at the use of English in different sectors we can see there are the private sectors that have been using EMI more than public sectors. A recent combined report from the British Council and Oxford University also found out that "globally, the percentage of institutions in the private sector allowing EMI is consistently higher than those in the public sector. When comparing each phase, (primary, secondary and tertiary) there is more EMI reported at tertiary level than at secondary level. There is more EMI at secondary level than at primary level and, at all level, EMI is more prevalent in the private sector (Dearden, ibid., p.8)".

Similarly, EMI in Nepal was first introduced and used by the Prime Minister Janga Bahadur Rana in 1853 after the establishment of Durbar High School to provide their children English education. The government's revised Education Act (2006) mentions that the medium of school level education shall be Nepali or English or both. It also states that children's mother tongues can be offered

as a medium of instruction at primary level. Because of the flexibility in policy most public schools are shifting from Nepali to EMI in present context. However, Phyak (2016, as cited in Phyak, 2017, p.9) states that public schools have misrecognized the EMI policy as the best way to promote quality education. In addition, we can see this policy has posed serious teaching-learning challenges in actual classroom practices. There are many agencies and organizations such as British Council, American agency and many others organizations which have been helping Nepali education system through investing huge amount of money and resources to foster English education. Curriculum Development Center (CDC) is also playing great role to foster English education. It also produced translated version of textbook in English of all level. At earlier, English textbook, materials and syllabus were designed by native speaker of inner circle but at present CDC has certified some private sector to produce materials in English and verified those courses to teach. Hence, English teaching has been becoming context sensitive based on local needs, interest and availability. At the present days in Nepal, English language teaching has taken its dominant position in academic field. The trend of sending children to English medium schools and college has begun as English mania today in Nepal. Therefore, most of the public schools are nowadays starting their instruction in English medium.

### **2.1.3 English in Nepal and EMI in Nepal**

If we look back the history of English education in Nepal, English was used from seventeenth centuries. According to Hodgson and Morris (1974; 1963 as cited in Giri, 2014, p.192) "the Malla kings for example, who were said to have been trading arrangements with Tibet and North East India, used some form of English as a lingua franca to carry out their business transactions". Giri (2010) mentions that a landmark of English education, however was the commencement of recruitment of Gorkha soldiers as a part of the famous Sugauli Treaty in 1815, the training of which took place in English. This was

the beginning of English education in Nepal, though yet a miniscule level. However, Whelpton (2005) states that formal English education was begun when the first Rana ruler, Jung Bahadur Rana, traveled to England and elsewhere in Europe in 1850, and was greatly impressed by the educational systems he observed and the power of the English language worldwide. Being influenced by the Britain and English, he established the Durbar (Palace) School on palace grounds in 1910 B.S after his returning. Thus, the first government-run schooling in Nepal was in the medium of English. Furthermore, Trichandra collage which was established in 1980 also used EMI and started teaching English course under the supervision of Patna University India in the early 50s. The first university of Nepal, Tribhuvan University was established in 1959 which gave more priority to the English language. Since the Rana Regime, the scope of English is gradually continuing and came into existence.

However, English was first introduced to education in 1950s when Nepal embarked on planning formal education for the first time (Giri, 2011). Furthermore, Awasthi (2004, 2011, as cited in Giri, 2014, p.193) states that in 1954 Nepal government appointed Dr. Hugh B. Wood as a US Fulbright Scholar in India, as an advisor to National Education Planning Commission (NNEPC). The report of the commission has had overarching influence on the Nepali education. In fact it became the foundation of subsequent language education policies in Nepal in which the Wood's legacy continues, in one form or another, in the construction, deconstruction and reconstruction of Nepal's language policy. Therefore, English has been unquestionable the medium of instruction in the education. It has continued to be the medium of instruction in the teaching of English as a subject. However, Malla (1977, as cited in Bista, 2011) mentions that when the great master plan The National Education System Plan (NESP 1971-1976) was implemented, a drastic change has been brought in the system of curriculum, textbook, syllabus and examination from

primary to the university levels of education. First, the plan reduced the weight age of English courses (from 200 marks to 100 marks) set up by earlier system. Second it reduced the credit hours of English from 15 to 10 from high school to university level. Despite of the modification of English policy, English language no longer made English as a compulsory school subject but it made English as an optional one.

If we look at college level education system, Malla (1977) argues that in 1981, Tribhuvan University brought a change in the structure of English syllabi allotting weight age of 200 marks instead of 100 to the campus level English. The University also discontinued the semester system and reintroduced the annual system of teaching and assessment (as cited in Bista, 2011, p.1). Later, Education Act (1971) brought the provision of adopting Nepali or English or both languages as MOI which was the great turning point of development of English education in Nepal.

At present all most all private schools and colleges have been implementing English medium instruction because of the unquestionable demand of English in present world. Even public schools nowadays have been implementing English as a medium to compete with private schools. English at present not only has become a language of communication between the sectors or groups but also interacts with the local languages through code mixing and code switching. So it is the need and compulsion of present world. In recent study by Giri (2010), English is a school's subject from grade one and is reported to have increased its status as a bridge between the social divide and a means for upward social mobilities. Hence, English is not only the medium of instruction, English is taught and learned as a compulsory subject from grade one to bachelor level in private, government aided schools and colleges.

#### **2.1.4 Pedagogical Approaches in EMI Classes**

To use EMI inside actual classroom is a complex and challenging job in Nepal. In this context, the emphasis is primarily placed on content acquisition and any language development is seen more as a bonus. Pedagogical approaches in EMI class focuses on how to teach rather than what to teach. Regarding this, Chapple (2015, p.8) writes:

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

Likewise, in many of the research work translanguaging pedagogy seemed as a good approach to use in EMI classes. Furthermore, García and Kleifgen (2010) state that "translanguaging pedagogies offer opportunities for students and teachers to draw on all their linguistic resources to make meaning". So translanguaging pedagogy is the best way to understand the content along with natural language practice. According to Pacheco (2016, p. 23) "any classroom pedagogy could be a curricular translanguaging pedagogy as students and teachers constantly draw from their multiple languages when participating in a classroom activity". Likewise, Code switching is another pedagogy in EMI class to convey the information. While analyzing teachers and students discourse in four Mandarin and Gujarati community schools, Creese and Blackledge (2010) found that teachers code-switched to engage audiences and reinforce meanings for students with differing linguistic proficiencies (p.108,

as cited in Pacheco, *ibid.*, p.24). Furthermore, Peacheco (*ibid.*) in his research work found that "how two dedicated teachers (participants in research work), committed to recognizing, valuing, and leveraging students' heritage languages, found productive ways of implementing translanguaging pedagogies to facilitate students' academic and linguistic progress".

Moreover, Phyak (*ibid.*, p.14) states that "translanguaging helps students to engage in peer interactions, and it recognizes their world views about the topic of discussion". But as seen in the Nepalese context, the unplanned expansion of English both as a compulsory subject and the medium of instruction from the early grades creates pedagogical difficulties in public schools. Cummins (2005) has suggested that cognate instruction, translating activities and bilingual dictionaries can help tap into students' heritage languages which are helpful to learn English.

### **2.1.5 Teachers' and Students' Perception in EMI**

Perception towards EMI From country to country is being promoted, rejected, refined and sometimes even reversed. It is an important factor in EMI because it infers in learning performance and achievement. According to Dearden (2014, p.16) "in European countries many of the teachers and administrators of universities consider EMI an attractive proposition for many reasons, including promotion, globalization and financial survival". A recent combined report from the British Council and Oxford University states that:

Teachers considered EMI as a way to improve communication, to exchange ideas and create relations between countries, even a way of facilitating world peace as well as a key to success and a way to open doors for their home students. And Parents consider EMI as a way for their children to become part of a social elite and are willing to spend a



large part of their income on giving their children an EMI education (Dearden, *ibid.*, p.16).

While talking about the perceptions towards EMI, obviously every people are interested to be global and familiar with internationalization through the mediums of English language. It might therefore be assumed that they were already interested in and generally positive towards EMI. But some countries like Hungaria, Indonesia, Sri Lanka take EMI as costly to operate and 'sword' that cut the community from its heritage (*ibid.*).

However, in Nepali context, Davies (2009, as cited in Phyak 2017, p.8) argues that the current unplanned EMI policy is shaped by the increased pressure to compete with private schools, and the ideology of English as a symbol of social prestige. Similarly, Phyak (2015, as reported in ELT Choutari, p.2) argues:

It is basically wrong to force students, who have never learned and used English before they come to school, learn all the content area subjects in English (without any English language support) from the first day in school and the current EMI policy seems more hegemonic, that any policy (be it Nepali-only or English-only) that promotes monolingualism in education is hegemonic for multilingual students.

On the other hand Baral (2015) contends that "this unplanned policy of EMI has contributed to silencing of students' voices, poor understanding of content, limited creativity, and teacher-centeredness, and promoted students' reliance on memorization". Despite of the problems, we can see they are in the favor of EMI for the improvement of English language learning and to get opportunities in international market. Similarly, Phyak (*ibid.*, as reported in ELT Choutari, p.2) states, "What is most dangerous is that the de facto EMI policy has

projected (quality) English language learning and teaching as synonymous to quality education, which is no other than a myth". From the above literature review we can say that stakeholders' perception toward EMI is not satisfactory. They have been taking EMI policy as unplanned policy which has been leading the education system in wrong path.

### **2.1.6 Challenges of Implementing English as a Medium of Instruction in Public School of Nepal**

English is a great demand of Nepal at present because it has become as a gateway to economic prosperity, an inevitable for individual and social empowerment, a passport to cross the borders, window to look at the world and it is a language of adjustment. As a result government has brought the policy of adopting EMI in public schools' class in Nepal. But adopting English as a medium of instruction in expanding circle is really challenging job. Adopting EMI as a "silver bullet" to solve major social problem is a "fiction"(Kaplan et al, 2011, p.119). There are the various problems and challenges can be seen and analyzed in our surrounding such as lack of trained teachers, appropriate materials, textbooks, appropriate policy provisions and so on. Despite of many implementation problems, government has been implementing EMI in Nepal. According to Vu and Burns (2014, p.8) "such as shortage of qualified teachers, incomprehensive curricula, and lack of differentiation in tertiary programs impacted language teaching". Furthermore, Dearden (2014) found in 83% of the countries where EMI courses are taught, the lack of qualified teachers was a large complaint with serious implications for teaching quality.

Teachers themselves facing the problems to teach in English because of teachers' own inability, lack of pedagogical knowledge and low English language proficiency. Sometime teachers' use of English as a medium of instruction frustrates the students' learning efforts instead of facilitating them.

In this regard Vu and Burns (ibid., p.19) states that in EMI situations, it seems that pedagogical challenges intertwined with language challenges exacerbate the classroom teaching situation. According to Vu and Burns, (ibid, p.16) "the diversity of students' learning styles and personalities also challenged the teaching". Moreover, there are the well known practical difficulties with education through the mother tongue. So, government should bring bilingual-based communicative approach to instruct students. Government should also provide training and skills to the teachers for supporting learning of students through an analytical understanding of language related barriers. Barnard & McLellan (2013) also argue that inappropriate EMI pedagogy and code switching or translanguaging are also key challenges in EMI class.

Because of the various reasons the rapid spread of EMI does not imply immediate success. A recent study of Hamid, Nguyen and Baldauf Jr (2013), examined medium of instruction policies in ten Asian countries, conclude that implementation is "fraught with difficulties and challenges" (p.11). In this regard Vu and Burns (ibid.) observe the main challenges the EMI lectures are facing are "language proficiency problem, language diversity, pedagogy and lack of resources availability". It is true that inadequate and limited resources clearly affect the success of EMI policies. To teach the monolingual speaker is really challenging where teachers are compelled to switch the code into local language. On the other hand, English is limited only in classroom so students cannot develop English language proficiency which creates problem in teaching and learning. Baldauf, Kaplan, Kanwangamalu and Bryant (2011) examining several Asian countries' language policies, conclude that "funding for normal programs, the training of teachers and money for textbooks are all inadequate"(as cited in Vu, T.T & Burns, 2014, p.6).

So, the shortage of qualified trained teachers, adequate teaching materials, internet access, training for teachers, references materials, inappropriate governmental policy, mismatch between policies and practices, students

linguistic, cultural, social, and economic diversity, inappropriate co-ordination between teachers and policy makers and lack of supervision can be noticed as a great challenges for the proper implementation of EMI program in Nepali context.

## **2.2 Review of Related Empirical Literature**

In the field of EMI many of the research works have been carried out. Some of the research related to this study is reviewed in this section.

Dearden (2014) carried out the research work entitled "English as a Medium of Instruction -A Growing Global Phenomenon". The main objective of this research work was to find out initial picture of the rapidly growing global phenomenon of English medium instruction (EMI). Data were collected from fifty five countries including Nepal by using open-ended questionnaire.

Purposive sampling procedure was used to select the sample and data were analyzed descriptively. The research study found that in many countries the educational infrastructure does not support qualities EMI provision. There is a shortage of linguistically qualified teachers, there are not stated expectations of English language proficiencies, there appear to be few organizational or pedagogical guidelines which might lead to effective EMI teaching and learning, there is little or no EMI content in initial teacher education (teacher preparation) programs and continuing professional development (in-service) courses. The research work concluded that there is an urgent need for research-driven approach which consults key stake-holders at national level and which measures the complex process involved in EMI and the effective of EMI both on the learning of academic subject and on the questions of English proficiency.

Similarly, Dhakal (2016) carried out a research on "English as a Medium of Instruction (EMI) in the government aided school: Teachers' Perception and the Use" to find out the teachers' perception about EMI along with the current

situation of using EMI in the government aided school. The research was based on survey research design. Data were collected purposively from 40 English teachers of four lower secondary and secondary level governmental schools of Dhading district. According to him medium of instruction plays vital role in learning. He found that teachers are interested in EMI and they believed that English as an instruction in school brought change in teaching because it helps students develop reading, writing, listening and speaking skills. He also found that English use as an instruction in public schools made students brought high motives in learning. However, he found that most of the teachers are unsatisfied of teacher training and availability of teaching materials. So he suggested that the government should provide the teacher training and other teaching materials to develop the English as the medium of instruction. However, his research study did not encapsulate the real use of EMI in classroom and this study was also limited to teachers' perception towards EMI. Hence, this study attempt to find out the real use of EMI in real classes along with teachers and students perception towards EMI.

Bhusal (2017) conducted a research on "Implementation of English as a Medium of Instruction: non-English teachers' perception". The main objective of this research work was to explore the existing situation of English as a medium of instruction applied by the non-English teachers at the community school in Kathmandu district. This research was based on survey research design. Data were collected from thirty three non-English teachers from community schools of Kathmandu district by using questionnaire. The finding of research study was that the existing situation of EMI was not favorable in terms of training, materials, and language proficiency and orientation classes to the non-English teachers. It also found that teachers have positive attitudes toward EMI and its implementation due to the global needs and demand of English. It was found that EMI is useful for teaching learners and preparing them for higher education and carrier development. However, the researcher

concluded that shifting the medium of instruction from Nepali to English language in Nepalese schools have a lots of issues that need to be resolved properly and to make effective implementation of EMI much concern has to be paid to the preparation of community schools.

Similarly, Gaire (2017) conducted research on "A Case Study on Expectations and Challenges Faced by Public Schools for the Implementation of English Medium Instruction" to identify the expectations of stakeholders of the schools from EMI before the implementation and also to find out the challenges faced by teachers, parents, and SMC to continue the EMI program. Similarly, she attempted to explore the reasons that forced them to quit the EMI program. The research was based on case study research design. She used non-random simple purposive sampling strategy to select a sample. Data were collected from a public school of Baglung district that implement EMI for five years (2067-2071 B.S.) and quitted from the year of 2072. In her study she found that the school wanted to implement EMI to stop the flow of students toward the privet schools, to bridge the academic gap between the children of rich or non Dalit and poor or Dalit family, to improve English language proficiency of the learners and to make learners competent in English language as private school's students and for teachers personal and professional development. She also found that it was really challenging to implement EMI in that school because the school taught the textbook of private publication which was expensive and parents were not ready to co-operate financially. As well as, there was a lack of qualified trained teacher to teach in EMI. Moreover, she found out that EMI was implemented without making any changes in usual condition which was the main reason to quit the EMI at that school. In addition, she suggested that the well preparation and planning should be done before shifting EMI at school and should expect those things which can be fulfilled.

Nyaupne (2017) carried out a research work on "Parents' Perception on English as the Medium of Instruction in Public Schools of Nepal" to find out the

parents' perception towards the use of EMI in public school. His research was based on survey research design where he used non-random sampling procedure. Data were collected from 30 parents from public schools of Taklak VDC of Parbat district by using interview. In the research work parents assumed that EMI is very important to develop English language proficiency of learners and a good way for better job. Parents state that it is essential to adopt English medium instruction in public school in Nepal. However, in research work he found that there are difficulties to implement EMI at government added school because of various problems such as lack of education background of parents, financial problem and so on. He concluded that teachers should be well prepared for it in their teaching and school, teacher and parents themselves need to be ready to begin EMI in their institution. Furthermore, he stated that all parents are interested to admit their children in English medium schools because parents viewed that if their children get English education they would get job easily and settle in any corner of the world. Nevertheless, this study did not focus on pedagogical practices of EMI in real classroom and did not try to find out the perception of teachers' and students' towards use of EMI.

Similarly, Phyak (2017) conducted a research on "Translanguaging as a Pedagogical resource in English language teaching: A response to unplanned language education policies in Nepal." The main objectives of the research were to discuss critically how 'difficult circumstances' are constructed through 'unplanned language education policies in Nepal and how the students' existing linguistic and cultural knowledge can be a significant resource for teaching English as a foreign language in Nepal's multilingual context. In different times between 2012 and 2014, he had conducted ten in-depth interviews with teachers and a series of informal interactions with teachers, parents and students from two rural public schools and observed the classes as well. In this study the teachers from both the focal schools revealed that 'teach English in English' policy has posed tremendous challenges for teaching-learning in the

early grades. He found that the current unplanned English language teaching policy which promotes both the monolingual and the earlier-the-better assumptions itself has created difficult circumstances for both the teachers and students towards achieving the national curricular goals for teaching English. The interviews and informal discussions with the teachers from the focal schools indicate that public schools are adopting the EMI policy to help 'students develop their English language proficiency'. They assume that private school students are good in English because they are taught in English. In this research work he suggests that teachers can use a translanguaging pedagogy to address the current difficult circumstances created by unplanned English language policy, to engage students in classroom interactions, activities and task performance, to help them explain and negotiate meanings, to check comprehension and to raise questions on the topic of discussion.

Although many researches have been conducted in the area of English medium instruction, these research works are not able to portrait the classroom pedagogical realities of using EMI in public schools' classroom, like how and what techniques, methods and materials the teachers use to teach in English. Some of those researches were conducted mainly to identify perceptions and attitudes of stakeholders towards EMI by survey research design by using questionnaire, interview and checklists and some were conducted to find out difficult circumstances faced by the teachers and students through unplanned language education policies in Nepal. But this study explored the reality of teaching in English medium by observing the classroom and conducting focus group discussions. So, I thought better to find out the classroom pedagogical reality of using EMI in public schools which is not studied previously along with teachers' and students' perceptions. In this sense, my research work is different from those of other mentioned above.



### **2.3 Implication of the Review for the Study**

Reviewing the literature plays an important role for the researcher while conducting a research because it helps the researchers to bring the clarity and is helpful to focus on research problem, to select appropriate methodology and to contextualize the finding. According to Kumar (2011. p.46) "Reviewing the literature can be time consuming, daunting and frustrating, but it is also rewarding."

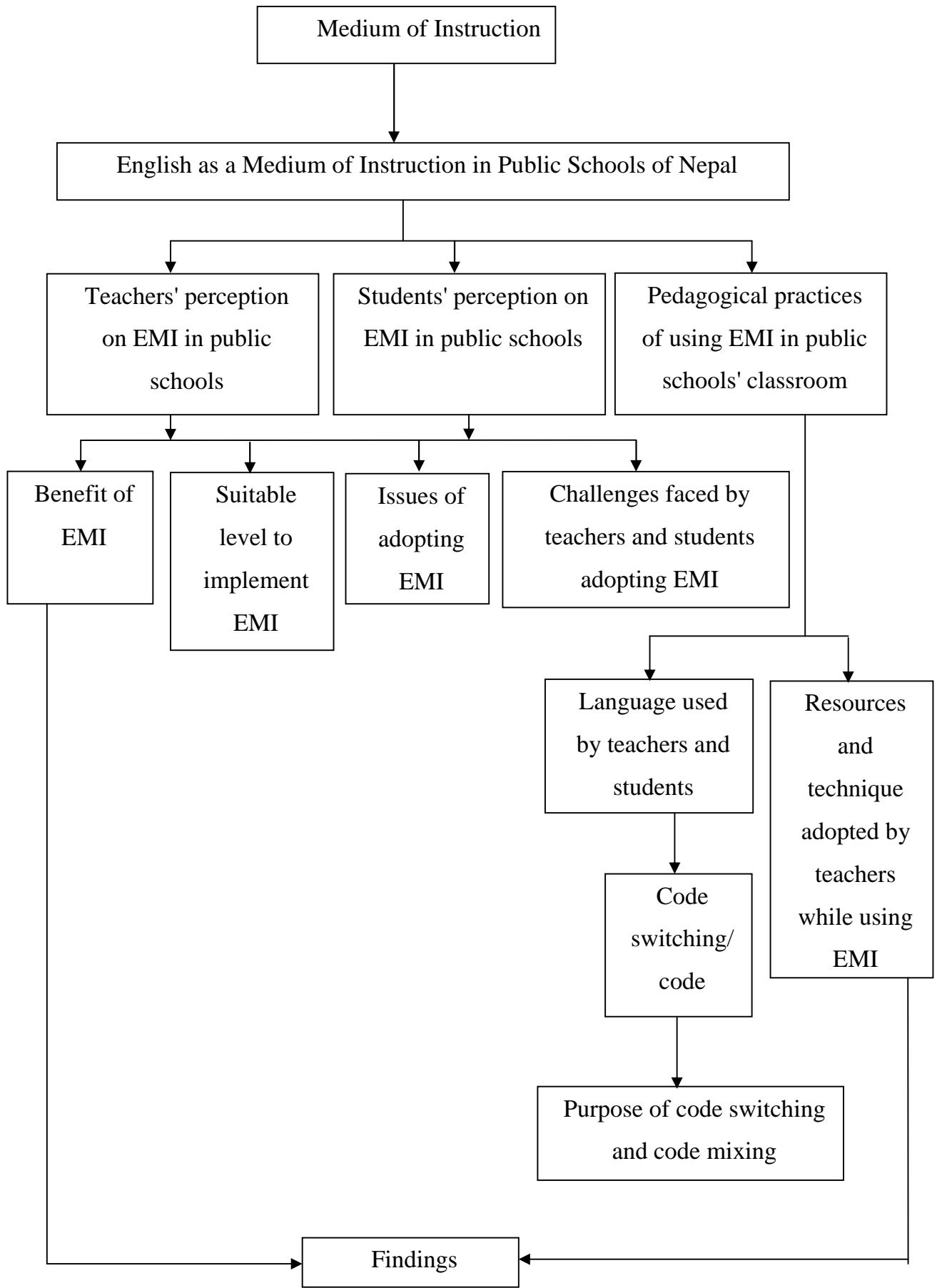
The theories and research works which I reviewed above are relevant to this study. They all are about the role of English language in ESL/EFL context. The theories which I reviewed are all about the English as a medium of instruction in Nepal and talked about history of EMI, pedagogical approaches, perception of teachers and students toward use of EMI and challenges of implementing EMI in public schools. Among the theoretical and empirical literature, theoretical review has provided me with the theoretical background which helped me to broaden my knowledge related of EMI and to create the background knowledge for the study. Furthermore, I have learned what actual EMI is, the history and present situation of EMI in Nepal, perceptions of teachers and students toward EMI and challenges of implementing EMI in local context. As well as, the practice of EMI in the different part of the world and local context are overviewed from the theoretical literature review.

Similarly, review of empirical literatures play a significant role for the new research study. The review of empirical literatures (e.g. Dhakal 2016; Bhusal 2017; Nyupane 2017) have helped me in the important steps of research such as determining objectives, constructing research questions, developing conceptual framework, framing appropriate research design, deciding to make appropriate sample size, procedures for data collection and tools and so on. Moreover, I have gained the skills and knowledge to analyze and interpret the data.

Among the above studies, the study by Phyak (2017) helped me to revisit the language education policies of Nepal and to know translanguage pedagogy as the best to use in EMI class. Moreover, it helped me to know how to make effective classroom observation. Similarly, the study of Dearden (2014) provided me the global scenario of the case of EMI. It also provided me clear guideline to construct the questions for the collection of data. Furthermore, Dhakal (2016) and Bhusal (2017) made me know that how the teachers in public schools perceive EMI in local context and also helped me to select the sample populations for the study. Likewise, the research work of Nyaupane (2017) made me know that how the parents of public schools perceive EMI and what are the attitudes of parents toward the shifting of instruction from Nepali to English in public school. Similarly, the research work of Gaire (2017) made me know that what teachers, students, SMC and parents expect toward the shifting of instruction from Nepali to English in public schools. Moreover, it helped me to construct the guideline for classroom observation and questionnaire. More specifically, these literatures helped me to find the gap in existing situation and to link the Nepalese context of EMI in my study. And these studies also helped me to select appropriate research design, sample size, data collection procedures, analysis of data and interpretation of result.

## **2.4 Conceptual Framework**

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



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

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

Kumar (2009, p.4) defines, "a research design is a plan for structure and strategy and investigation so concerned as to obtain answer to the research question and problem". There are the many research designs we can find in practice. Truly speaking, the topic of my study "English as a Medium of Instruction in Public School: Practices and Perceptions of teachers' and students" itself conveys the actual nature of the research design to be carried out. To be specific, among the various research designs, I adopted mixed method design to find out the perceptions and real use of EMI in classroom. Mixed method design is the combination of both qualitative and quantitative data. As it has the qualities of qualitative and quantitative use of language, there are large numbers of data gather from multiple sections. Creswell (2009, p. 205) mentions that "the reasons why researchers employ a mixed methods design is to broaden understanding by incorporating both qualitative and quantitative research or to use one approach to better understand, explain or build on the results from the other approach".

Precisely, the survey design was used to find out the perceptions of teachers and students towards the use of EMI. Regarding the survey research design, Rosiers (1988, as cited in Ojha & Bhandari 2013, p. 202) writes, "Survey research in education involves the collection of information from the members of a group of students, teachers or other persons associated with the educational process and the analysis of this information to illuminate important educational issues". In this sense, survey research design is different from other types of research design such as experimental, case study, narrative and so on. Since

survey research is inherently the mixed research design, the study is claimed as the survey research design on the basis of the following reason:

- a) This study was carried out to find out the actual use of EMI in real classroom at practical level and also investigate the perception of students and teachers toward implementation of EMI.
- b) This study has represented the entire public schools of Sindhupalchok district of Nepal.
- c) The population samples were chosen from a large number of the teachers and students of public schools.
- d) Mainly classroom teaching observation, questionnaire and focus group discussion were used to collect data.
- e) Result discussion was made using both descriptive language and simple statistical tools and tables.
- f) Findings were generalized to the whole population.

### **3.2 Population and Sample Size of the Study**

The populations of this study were all basic level and secondary level teachers and students who have been teaching and learning through EMI in Sindhupalchok district. Mainly, the sample size of study were 30 teachers of five schools, eight classroom observations of different subjects and two focus group discussions (FGDs) with ten students (five students for each group).

### **3.3 Sampling Procedure**

The whole population is very difficult to use in the study. So the sample populations of this research were the basic level and secondary level teachers, students and classes of different five public schools where EMI has been implementing. I used non-random purposive sampling procedure for the selection of teachers and students and used convenience sampling procedure to select the classrooms for observation.

### **3.4 Sources of Data (Primary and Secondary)**

#### **3.4.1 Primary Source of Data**

The primary source of data were collected from 30 teachers, 10 students who have been teaching and learning in different English medium public schools of Sindhupalchok district at basic and secondary level and eight classroom observations.

#### **3.4.2 Secondary Source of Data**

The secondary data were collected by consulting and reviewing different books, articles, journals, media, web sides and thesis which were related to the topic (e.g. Darden 2014; Dhakal 2016; Bhusal 2017; Gaire 2017; Nyaupne 2017; Phyak 2017; Kirkpatrick 2011; Pacheco 2016).

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

The study had used observation, questionnaire and focus group discussion as research tools. To find out the classroom pedagogical reality of implementing EMI in real classroom I observed eight classes. Similarly, close-ended and open- ended questionnaire were used to find out the perceptions of teachers and FGDs were conducted to the students.

### **3.6 Data Collection Procedure**

Keeping ethical consideration in the process of collecting data in mind, at first I studied various books, articles and previous thesis on the topic of the research and developed form of guideline for observation, FGD and constructed questions. After that, I had selected the schools where EMI has been implemented. I went the schools of my study and took informed consent at that school. Then I requested the teachers of that school to give to observe the classes for purpose and I observed eight classes. I took note of every classroom observations for what happened, how the students had been involving in

learning and how the teachers taught in EMI and what the teacher did in the classroom.

Likewise, I provided the questionnaire to 30 teachers of five schools of Sindhupalchok district along with a participant informational statement who were ready to involve in the study. Then I had collected the questionnaire after the allocated time.

Similarly, to gather more and accurate data I conducted FGDs with 10 students to know their perceptions toward EMI to find out the classroom pedagogical reality of using English as a medium of instruction. FGDs were conducted around an issue/issues that all the participants have experience on, so that the participants can engage in a dynamic and extended discussion. Participants in a focus group should be selected “because they have something in common with each other and something in which the researcher is interested in” (Parker & Treeter, 2006; 24, as cited in Baral, 2015, p.23). Therefore, the FGDs were planned and conducted in such a way that the first part included introduction of the participants, where they would introduce themselves and gave vital information on their educational level. All FGDs were audio recorder and taken in note. The issues discussed during the FGDs were focused on what are their perceptions towards the use of EMI and classroom pedagogical practices of using EMI as medium of instruction. On the basis of gender and educational background, I have presented the informant's background in the following. It is inclusive of the multiple focus group participants.

<b>S.N.</b>	<b>Categories</b>	<b>Number of students (total- 10)</b>	<b>Time</b>
<b>1.</b>	<b>Gender</b>		
	Male	6	
	Female	4	
<b>2.</b>	<b>Educational Level</b>		
	Class-7	5	20 minutes
	Class-10	5	20 minutes

In my research school, I spent a week. First, I came in touch with head teacher through my personal acquaintance or through my contacts and got permission for the visit. After that I made good relation with teachers and students and finally conducted

the FGDs. While I conducted the focus group discussion I conducted discussion on different subheading which are analyzed in different sub-headings.

Finally, I expressed my gratefulness to the authority and the respondents (teachers and students) and convinced them that their responses will be confidential.

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

As being a mixed method research, it has the characteristic of both qualitative and quantitative analysis. The systematically concluded data were transcribed, coded, analyzed, interpreted then presented statistically and descriptively.

### **3.8 Ethical Considerations**

Research is a systematic and rigorous process to study in some issue, where ethical aspects play an important role. While conducting research, the researchers should be careful about ethical things. In the field we might face some issues if we do not aware, so it is necessary to inform the purpose of study value of participation in it to the participants. Moreover, we should consider in our mind not to harm public and participants from the information they provided and have to avoid the plagiarism.

For the ethical consideration, first of all I obtained approval for the study from the Committee of Department of English Education at Tribhuvan University. After obtaining approval I visited to the different public schools of Sindhupalchok district where EMI has been implemented. Then, I made them clear about my purpose of study and got permission from the concerned authority in the selected schools. Before classroom observation, distributed questionnaire and conducted FGDs, I built rapport with the concerned persons and also provided them participating information statement to inform them about the purpose of my study. Then, I had distributed questionnaire to 30 participants, observed 8 classes, and conducted two FGDs. Finally, I assured to the participants that all identifiable personal information will be strictly kept confidential and no name will be mentioned in the thesis as well as in any publications.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis of Data and Interpretation of Result**

On the basis of obtained data from the classroom observations, questionnaire and FGDs, I analyzed, interpreted, discussed and resulted.

##### **4.1.1 Perceptions towards Using English as a Medium of Instruction (EMI)**

This sector is considered with the perceptions towards using EMI at basic level and secondary level in public schools. In this study participants were asked some questions to find out the perceptions towards using EMI. The following sub-sections discuss the perceptions of using EMI.

###### **4.1.1.1 Reason of Implementing English Language Instruction**

Due to the global demand and wide range of need of English cause the non-native English countries to use the English language as the medium of instruction from school to university level. In the context of Nepal, education system is also highly influenced by English language because of different reasons. In Nepal's case, the goal for learning of English has been to gain access to a rich body of knowledge available in English (CDC, 2007). As a result, many of the schools have implemented English medium instruction. In order to find out the reasons behind the use of EMI, teachers were provided the questions. Here, responses of the teachers regarding use of EMI are presented on table 1.

**Table 1**

**Reason of Implementing English Language Instruction**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	To provide quality education.	8	26.66 %
b.	To compete with private schools and to bring all students in classroom	3	10%
C	It is a fashion and trend to shift into English from Nepali.	5	16.66%
d.	It is the demand of stakeholders.	14	46.66%

As the data presented in Table 1, about 46.66% (14) of the teachers responded that the reason behind using EMI is because of the demand of stakeholders. Similarly, another reason of using EMI is to provide quality education, about 8 (i.e.26.66%) of the teachers are in the support of this argument. Low students' admission in government schools is one of the major challenges in present education context because of English's hegemonic status. Therefore, 3 (10%) of the teachers claimed that they are teaching in EMI because to do competition with private schools and to bring all students in classroom. In addition, 5 (16.66%) of the teachers are in the support of using EMI as a fashion and trend to shift into English from Nepali.

The above results show that the schools are compelled to use EMI because of the demand of stakeholders and of its hegemonic status. The result also indicates that the need of English language teaching has greatly felt in all dimensions of learning in Nepal.

**4.1.1.2 Switching and Mixing of Code in Classroom Teaching**

Low student participation in classroom activities and interactions is one of the major challenges in teaching English and through English in Nepal (Baral, 2015). Hence, teachers are compelled to switch and mix the code while

teaching. However, there might be some reasons behind the mix and switch of code. In order to gain some data about switching and mixing of the code by the teachers and students, they were provided with a question and their responses are presented in table 2.

**Table 2**  
**Switching and Mixing of Code in Classroom Teaching**

<b>SN.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	To make students understand the content.	16	53.33 %
b.	It is habitual to switch and mix the code.	4	13.33%
C	To make students interactive and collaborative.	12	40%
d.	To break down the silence of students.	2	6.66%

The data presented on table 3 reveals that 16 (i.e.53.33%) of the teachers argued that the main reason of switching and mixing code in teaching is to make students understand the content. However, some of the teachers (i.e.13.33%) argued that they mix and switch the code because of their habit. Similarly, considering students' home languages as resource for learning, the recent study of Phyak (2017) shows that the teacher does not force the students to speak English only in his class, rather he purposefully uses Nepali to push them towards speaking English. The teacher adopts a flexible approach and uses students' existing linguistic knowledge as a resource to engage them in the lesson. Likewise, in this study too, 12 (40%) teachers claimed that they mix and switch the code to make students interactive and collaborative. Although most of the teachers switch and mix the code to make students understand the content and to make learning interactive, 2 (6.66%) of the teachers mix and switch the code to break down the silence of students. Though there are the many reasons of switching and mixing the code in teaching, while talking with students most of the students responded the same that the teachers and students switch and mix the code to make understand the content. For example: One of

the students stated, "We switch and mix the code because we have the habit of Nepali language and we feel easy to understand what the teachers are teaching if the teachers teach us by switching and mixing the code".

From this above result we can infer that code switching and mixing is one of the best ways to make students understand the content and involve students in interactive and collaborative learning. Most importantly, it encourages the students to connect the lesson with their own language and communities and gain a deeper understanding of the topic of discussion.

#### **4.1.1.3 Suitable Level to Apply EMI**

In the present educational scenario, English has replaced the country's national languages and nation language as the first "foreign" language in education system of Nepal. Moreover, we can see in almost all countries of Asia, English has now become a core course in primary schools. According to Kirkpatrick (2011), throughout the rest of Asia, English is a compulsory subject in primary school and is gradually being introduced earlier and earlier into the curriculum. However, there is no clear about which level is the best level to implement EMI. So, in order to gain data regarding the suitable level to apply EMI in school education, they were provided with a question. Their responses are presented in Table 3.

**Table 3**

#### **Suitable Level to Apply EMI**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Before Primary Level	8	26.66%
b.	From Primary Level	18	60%
c.	After Primary Level	4	13.33%
d.	After Basic Education Level	-	-

The above result shows that 8 (i.e. 26.66%) teachers opined that EMI should be applied before primary level. However, most of the teachers i.e. 18 (60%) teachers claimed that EMI should be apply from primary level. Likewise, Report on Multilingual Education (2009) found that foreign language, which is English, should be introduced from grade 1 but in limited extent and at oral level only. Moreover, in the report on Multilingual Education (ibid.), linguist said, "Second language will be the medium of instruction in grades 6 to 8". As the same, some of the responded in the study i.e. 4 (13.33%) teachers opined that EMI should be applied after primary level. But none of the teachers said EMI should be applied after basic education level. On the other hand, while talking with the students, most of the students of focal school who were participated in FGDs stated that EMI should be implemented before primary or from primary level.

So, the different research studies show that the appropriate level to implement EMI is from pre-primary or primary level or we can implement EMI when the students are well prepared to learn.

#### **4.1.1.4 Role of EMI for Quality Education**

Some parents, students and teachers considered EMI as an effective way to provide quality education. However, to find out the fact whether EMI is an effective way for quality education or not, they were provided with some questions. Their responses are presented in Table 9.

**Table 4**

**EMI as Effective Way for Quality Education**

S.N	Items	Reponses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	EMI as an effective way for quality education or not?	21	70%	8	26.66%
2	Gray	1	3.33	-	-

Table 9 shows that 21 (i.e. 70%) teachers argued that EMI is one effective way to provide quality education, whereas 8 (i.e. 26.66%) teachers stated that EMI doesn't play the role to provide quality education. Although more than half population argues that EMI is for quality education, Phyak (2015, as reported in ELT Choutari) argued that the de facto EMI policy in Nepal education system projected English language learning and teaching as synonymous to quality education, which is no other than a myth. Similarly, the present educational context reflects the same. Likewise, 1 (i.e. 3.33%) teacher is neither in support nor in against to use of EMI to provide quality education, the respondent responded her opinion as grey.

So, the study has shown that most of the people want EMI classroom for the quality education but they are unknown about what is quality education and they have the false belief that if they learn in English they will have bright future.

**4.1.1.5 Reason of Using EMI for Quality Education**

Due to the global demand and wide range of need of English cause the non-native English countries to use the English language as the medium of

instruction from school to university level and which is considered as the positive way to provide quality education. According to Qorro (2006), "Quality education can be viewed in terms of the correspondence between the goals, or expectations of society and changes that take place in the learners, the education system and the society as a whole." In the study, more than half (i.e.70%, table:4) participants considered EMI as the effective way to provide quality education. Even though people consider EMI as the best way to provide quality education, Phyak (2016, as cited in Phyak, 2017, p.9) states that public schools have misrecognized the EMI policy as the best way to promote quality education. However, to find out how the EMI is an effective way for quality education, teachers were provided the question and their responses are presented in the Table 5.

**Table 5**

**Reason of Using EMI for Quality Education**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	It develops English proficiency of the learners.	12	40%
b.	English is used in science and technology so it is important.	-	-
c.	It is the global language	9	30%
d.	English language education makes the students genuine and students can adjust at any corner of the world.	1	3.33

The above table reveals that 12 (i.e. 40%) of the teachers are in the support of this statement i.e. EMI develops English language proficiency of the students. The study of Phyak (2017) also indicates that public schools are adopting the EMI policy to help ‘students develop their English language proficiency’.

However, 9 (i.e. 30%) teacher said that it is the global language that is why English is important. On the other hand, only 1 (i.e. 3.33%) teacher argued that English language education makes the students genuine and students can adjust at any corner of the world. Though most of the stakeholders are in the support of EMI as quality education, they do not consider EMI is important because it is used in science and technology. So, the above study reveals that the stakeholders have the common belief that EMI is helpful to develop English proficiency of the students. However, in non-native context to implement EMI is one challenging job. The school administration as well as teachers need to be aware about this. Even though the data and many research studies have shown EMI is an effective way to provide quality education, it is quite difficult to develop students' proficiency. Although, EMI is increasing day by day, it is controversy yet that the EMI improves the quality or hinders the quality of education. However, the above result reveals that EMI is mostly used to develop an English language proficiency of the students.

#### **4.1.1.6 Teachers' Perception on Medium of Instruction at Lower Secondary and Secondary Level**

Perception is an important factor in EMI because it infers in teaching and learning and sometime even reversed. The impact of English means in many educational contexts there is a rapidly growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks a local language because the people perceive English as demanding language. A recent combined report from the British Council and Oxford University states that:

Teachers considered EMI as a way to improve communication, to exchange ideas and create relations between countries, even a way of facilitating world peace as well as a key to success and a way to open doors for their home students (Dearden, 2014, p.16).



Similarly, in the research study too, most of the teachers (i.e.50%) responded that to implement EMI is good for both teachers and students at basic and secondary level because it is essential and cry of the day in present context.

Likewise, about 50% of the participants argued that MoI is related to quality education at school level. One of the teachers argues, "Language is a mean to bring out the students' inner voice and develop proficiency of that particular language."

As the study of Phyak (2017) also reveals that public schools are adopting EMI policy to help 'students develop their English language proficiency'. On the other hand, some of the participants perceive that selection of particular language as medium of instruction can be considered as the best way to express students' felling, inner voice and to develop the proficiency of that particular language. According to one participant, "EMI is essential in today's context because it is the need as well as demand of all stakeholders."

Likewise, the study of Phyak also shows that as private schools' EMI policy has been a major source of attraction for parents, public schools are replicating the same policy with an assumption that doing so will help them attract more students. As more, the next participant argues that it helps to nourish the environment of the English language of students. Although most of the participants take EMI as positive signal for the development of an individual, they express their feeling that they have been facing lots of the problem while teaching because of lack of appropriate teaching materials and low level of English language proficiency of students. Furthermore, three of the respondents said that they were feeling difficulties at the beginning of teaching in English because it was not their mother tongue. They also mentioned that due to the lack of practice of English language at home and at school the teachers and students are facing difficulty in teaching and learning.

While interpreting the participants' perceptions, it is clear that teachers are positive towards the implementation of EMI but due to the lack of materials, limited time and low proficiency of students they are facing problems in teaching. If the government as well as school both invest to provide materials for teaching and learning and if the school creates English speaking zone the implementation of EMI might be appropriate.

#### **4.1.1.7 Teachers' Perception on a Teacher's Role in Effective Implementation of EMI in Public School**

We know that English is spreading rapidly around the world. As English is assumed to play an important role in “increasing employability, facilitating international mobility (migration, tourism, studying abroad), unlocking development opportunity and accessing crucial information, and acting as an impartial language” (Coleman, 2011b, p. 18) most of the people are attracted to the English language. Although the people are attracted to the English language, the rapid spread of EMI does not imply immediate success due to the various reasons. For e.g., the study of Hamid et al. (2013), who examined medium-of-instruction (MOI) policies in ten Asian countries, conclude that implementation of English is “fraught with difficulties and challenges” (p.11). Likewise, questionnaire data also indicates that while a local language is an appropriate for use in the home and community, the people express a preference for the use of English at school which is really difficult work. The following examples illustrate the point:

About 50% of the participants responded that there should be much more exposure of English in the class and English zone should be created inside and outside of the classroom for the effective implementation of EMI. Although most of the participants demand the more exposure to implement EMI effectively, in our Nepali education context, about 50% participants opined that teachers should be provided effective training for the effective implementation

of EMI and they should develop their skills and knowledge to be good in English language. Furthermore, one of the participants explored:

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

Likewise, another teacher said:

They can build good rapport and family relationship with the students so that the students feel free to share their ideas with the teachers and the teachers can activate the learners. They can use different technique as well.

To sum up their responses, we can say that language is a key to open the students' inner voice, ideas and feeling and it is successful if the teachers use different material and technique in the classroom. Likewise, the data has shown that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adapted, more time is allocated, training to the teachers are provided and most of the program is offered in EMI.

#### **4.1.1.8 Teacher Training Regarding EMI**

English has become a pressing contemporary issue in non-English speaking countries around the world. Unplanned English development incurred multiple consequences. Its rapid growth resulted in serious shortages of quality ELT teachers for lower education levels (Tien, 2013) and teacher proficiency in

English remains a major problem (Hoang, 2012, as cited in Vu and Burns 2014, p.7). To make effective implementation of recent EMI policy, the teachers should be well trained, so that the teacher can deliver content knowledge appropriately to the students.

In the present study too, among the whole respondents only few of them presented that they were involved in training. They perceive teachers training as neither good nor bad. Although the in-service teachers receive professional development trainings, the skills learned from such trainings are hardly transferred to the classroom. Among the respondents some of the trained teachers were those who have been teaching as the fellow of Teach for Nepal. They said that they get training in every three months. As well as, one of the teachers said that she got training from Child Nepal Organization and DEO.

In the questions of whether training was effective or not, only few of the trained teacher felt that it was effective. And they said that they mostly apply the knowledge and skills of training in the classroom. Although the teachers said that they apply their training's knowledge and skills in teaching, the study of Phayak and Rai (2011, p. 33) claimed that training and textbooks were available only during the project. In the study too, one of the teachers said, "I try to implement the knowledge and skills of training in the class but lack of time and insufficient materials; it is quite difficult to implement skills and knowledge of training while teaching in EMI."

From the above data, we can say that only few of the teachers were involved in the training regarding how to teach in EMI. Though they got training, they were not satisfied at all. Likewise, some of the teachers are feeling quite difficult to implement the skills and knowledge of training because of lack of time and materials. Therefore, it is miserable condition to see most of the teachers are not trained. Most of the teachers are unsatisfied of the training and they believe that training is the foremost for the effective implementation of

EMI. We can imagine that without training how the teacher teaches the students in English. It is clear that EMI seems to be difficult to implement without proper training and qualified human resources. Hence, government should be serious toward training for the teachers to implement EMI.

#### **4.1.1.9 The Foremost Things to be Consider in the Implementation of EMI in Public School of Nepal**

In non-native context to implement English-only environment is more challenging. The study of Wong (2010) revealed that the teachers to create an 'English only' environment and strictly enforce the classroom language policy to achieve optimum results and perhaps even help students see learning English more like a game to be won. For the proper implementation of EMI most of the teachers stated that the use of multiple material, technique and method are foremost. For e.g., one teacher said, "Lesson plane should be followed by teachers, more exposure and multiple materials should be provided to the students."

As well as, some of them perceived that CDC is also equally responsible for the proper implementation of EMI and there should be code of conduct between teachers. As more, about 40% teachers said that the teachers should encourage the students to use English inside and outside of the class, there should be created English speaking zone and the teachers should be well trained based on how to teach in English.

From the above analysis of data, we can say that to implement EMI is a challenging job and there should be the management of pre-requisites properly. The main preparations for the effective implementation of EMI are the availability of multiple resources such as story book, poem book, audio, audiovisual materials and so on. As for example, one of the teachers explored:

There should be availability of multiple materials such as story books, poem books, novels in English as well as audio, visual and audiovisual materials should be there for the effective implementation of EMI.

Furthermore, there is the great demand of effective training.

At last, most of the teachers have given overall suggestions for the proper implementation of EMI. Most of them said that English should be taught from the beginning level because of which they will gradually learn English words and will be able to speak and understand English language. But one of the teachers teacher said "Mr. Einstine had completed his thesis in his mother language German. Hence, it is not necessary to apply English language only for fashion but student must be strong in subject matter not in language." Based on that perception of participant we can say that mother tongue is prior than third language.

#### **4.1.1.10 Benefits of Adopting EMI**

To facilitate English language learning, it has become increasingly popular to use an English language as the medium of instruction for content subjects for majority language students. Khati (2015) argues that EMI helps students connect countryside with the global world and offers them boundless opportunities. In the study too, more than 50% of the teachers said that the adaptation of EMI is helpful to increase the English language proficiency, accuracy and fluency of the teachers and students both. Regarding this one of the teachers said, "EMI is useful for the study of science and technology in future and it would be the foundation for the higher education".

Furthermore, about 50% of the respondents responded that English is the demand of present context so it benefits students by providing them competency in English language skills and they can express their feeling,

emotions and confusions freely in English language. In addition, one of the teachers said:

EMI benefits the students by providing them understanding ability to the text given on the book and develop the ability of students to make conversation with teachers and friends in English without switching and mixing the code into first language.

From the above responses, we can say that English is really important and beneficial not only for the students but also for the teachers. The result shows that EMI has become the common wish of stakeholders and they considered EMI as the gateway to join the global academy and economic community. Therefore, shifting the medium of instruction from Nepali to English language in public schools is an emerging phenomenon at present. Furthermore, it shows that English is like a key to open the door of students' inner voices, ideas and feelings and it is the means to develop proficiency for the teachers and students. Furthermore, it functions as a platform to build up the future of students.

#### **4.1.2 Practices of EMI**

This section is concerned with the practices of EMI at basic and secondary levels in public school. In this study participants were asked questions to find out the current classroom practices of EMI in public schools. The following sub-sections discuss the current practices of EMI.

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

Education is seen as a developmental process of change for the better in the interest of the society that designs it and the individual that receives it. In order to develop an individual socially, economically and internationally,

government has brought EMI policy in Nepali context. As presented in Phyak (2015, p.3) in 2003, the Ministry of Education (MOE) revised its existing policy of teaching English from Grade 4 and introduced English as a ‘compulsory subject’ from the first grade. Although the government has implemented English in teaching, Phyak (ibid.) argues that the teacher does not force the students to speak English only in his class, rather he purposefully uses Nepali to push them towards speaking English. It means, to use bilingual approach is the best way in teaching rather than monolingual approach of English language. Similarly, Wilkinson (2005) suggested that EMI can lead to effective content learning if instructional techniques (e.g. code switching between L1 and L2) are adapted, more time is allocated, and most of the program is offered in EMI. Hence, one of the main concerns of this study was to find out the real practices of language in real classroom by the teachers. Here, responses of the teachers and students regarding the use of language are presented in Table 6:

**Table 6**

**Use of Language in Classroom**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	English	6	20 %
b.	Nepali	5	16.66%
c.	English and Nepali both	19	63.33%

The table 6 shows that 6 (20%) of the teachers want to use English only in the class while teaching. It is a good signal of progress towards English language. Although some participants express that they want to use English only in the teaching, teach English in English policy has posed tremendous challenges for teaching-learning in the early grades. So, we can say that to use monolingual approach of English is more challenging in non-native context.



Although 20% of the teachers explored that they use English only in the classroom, large number of the teachers i.e.19 (63.33%) claimed that they are teaching in English and Nepali both languages. One of the participants argued:

To use bilingual approach while teaching creates easiness to teach. In addition, the participant said that the students are also being active and collaborative to learn in the class when they are taught in bilingual approach.

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

However, there are still those types of teachers who want to teach only in Nepali language even in English class. About 16.66% (i.e.5) of the teachers are using Nepali only in the class and they think Nepali language is the best way to make students active and collaborative to learn in the classroom.

This can be explained by the fact that, most of the teachers are using bilingual approach in teaching. Although some of the teachers acknowledge the importance of English and are using English only in teaching, for him it is difficult to teach only in English in non-native context. In our multilingual society to use the target languages and first language seem to be a positive step to EMI to use English language at lower secondary and secondary levels.

#### **4.1.2.2 The Use of Teaching Materials in EMI Classroom**

Material is an effective source to deliver the content knowledge in the particular language. In the non-native context, teaching English in a context

where adequate material resources are not available due to lack of sufficient allocation of budget is often described as teaching in difficult circumstances. That is why, teaching materials play an important role in learning and there are the different types of materials which can be used in teaching and learning. In order to gain some data about the use of teaching materials the teachers were provided with a question and their responses are presented in table 7.

**Table 7**

**The Use of Teaching Materials**

<b>S. N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Audio	1	3.33 %
b.	Visual	1	3.33%
c.	Audio Visual	5	16.66%
d.	Printed	8	26.66%
e.	All of the above	17	56.66

The data on the table 7 shows that only 3.33% (1) of the teachers use the audio materials in teaching. Similarly, only visual materials are used by 1 (3.33%) teacher. However, 5 (16.66%) teachers responded that they are using audio visual materials in teaching. In our Nepalese context, the administration and teachers do not seem aware about teaching materials in EMI class. For example one of the teachers stated, "Most of the teachers in our school mostly use textbook and printed pictures in EMI class as the materials." Similarly, 8 (26.66%) teachers revealed that they are using printed materials. In the study of Phyak (2017) too, he found most classes in the study schools are teacher- and textbook-centered.

From the data we can say that Nepali education has been greatly leading by textbook rather than audiovisual materials. However, about more than 50% of the teachers i.e. 17 (56.66%) are using all of the above materials.

The above mentioned data makes us clear that textbook is the most commonly used teaching aid at basic and secondary level. Furthermore, the data shows that the teachers are using all type of teaching aids (i.e. audio, visual and audiovisual) in the classroom. Though the data shows that most of the teachers are using all types of data, it is really challenging to use all above mention aids in our context.

#### **4.1.2.3 Use of Textbook in EMI Classroom**

Nepali education system is greatly influenced by the textbook. Furthermore, it is the common aid for teaching and learning. We can see in each school's classroom there is the textbook rather than other materials. However, the implementation of EMI in the classroom makes the school administration implement the textbook published from different publications (i.e. private, CDC publication, and international publication). In addition, According to Phyak (2015), the Curriculum Development Center has translated the national textbooks into English. Such translated textbooks are even more difficult to understand for both the teachers and students. Hence, in order to obtain data about the kind of textbook use in EMI classroom, the participants were provided with the questions regarding the use of textbook. The responses are presented in the table 8.

**Table 8**  
**Use of Textbook**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Textbook published by CDC	8	26.66 %
b.	Published from private publication	7	23.33%
c.	Published by international authors and publications	-	-
d.	Both books from CDC publication and private publications.	15	50%

As presented in table 8, 8 (i.e.26.66%) of teachers said that they use textbooks published by curriculum Development Center (CDC). As well as, 7 (23.33%) teachers said that they use textbook published by private publication and 15 (50%) teachers mentioned that they are using the textbook published by CDC publication and private publication. However, Phyak (2015, as reported in ELT Choutari) reveals the reality that the teachers have asked students to buy English textbooks, but eventually end up translating everything into Nepali.

Hence, from the above finding data it can be said that although schools have been using the textbook published from CDC and national publication, they translate the content into Nepali while teaching. As more, the result reveals that none of the schools use the text books published by international author and publications and they just depend on private and CDC publication. As most of the schools have implemented EMI policy they need to follow the textbook of international authors and publications.

#### **4.1.2.4 Pedagogical Strategies to Help Students Understand the Content**

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

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

In order to gain some data about the way of teaching to make students understand the contents they were provided with a questions and their responses are presented in Table 9.

**Table 9**

**Pedagogical Strategies to Help Students Understand the Content**

<b>SN.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Use of pictures, map, diagram and sometimes websites	12	40 %
b.	Explain and elaborate the content by using different examples, humor, analogies and metaphors.	8	26.66%
C	Use translanguaging pedagogy (use of learners' home/multiple language).	8	26.66
d.	Use of audio, visual and audiovisual materials.	2	6.66%

In teaching and learning context, strategy means ways or steps or actions that must be implemented in order to achieve the objectives of teaching and learning. Strategy therefore, focuses on achievement or learning outcomes to make students understand the content. The above table shows that about 12 (i.e. 40%) teachers use pictures, map, diagram and sometimes websites as pedagogical strategies. In the study, 8 (i.e.26.66%) teachers explain and elaborate the content by using different examples, humors, analogy and metaphors as the good strategies.

Similarly, in the study, 8 (i.e.26.66%) teachers responded that they are using translanguaging pedagogy in teaching. As in the study of García and Kleifgen (2010) they state that "translanguaging pedagogies offer opportunities for students and teachers to draw on all their linguistic resources to make meaning". So translanguaging pedagogy is the best way to understand the content along with natural language practice. The study shows that

translanguaging pedagogy is the best way to make students understand the content. Although most of the teachers argue they use translanguaging pedagogy in teaching, less number of teachers i.e. 2 (6.66%) explored that they use audio, visual and audiovisual materials to make students understand the contents which is one good way too for the effective implementation of EMI.

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

#### **4.1.2.5 The Use of Teaching Techniques**

According to Edward M. Anthony, technique is a trick or strategy or tactics used by teachers to achieve maximum results immediately in teaching a specific part of a language (as cited in Aziz et.al., 2016, p.156). So, teaching technique can be generally understood that strategies the planning of teaching such as teacher-centered, student-centered, and material-centered. Although the teacher acknowledges the importance of English as an international language, for him it is difficult to teach English in English because of lack of knowledge in teaching technique. In order to gain some data about the use of teaching techniques, they were provided with a question and their responses are presented in table 10.

**Table 10****The Use of Teaching Techniques**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Lecture	12	40%
b.	Question-answer	18	60%
c.	Discussion	9	30%
d.	Demonstration	4	13.33
e.	Pair Work	12	40%
f.	Group Work	9	30%
g.	Individual Work	5	16.66%
h.	Any Other...	1	3.33%

The above table shows that 12 (i.e. 40%) of the teachers use the lecture methods while teaching. We know that lecturing is a common method frequently used by majority of lecturers in which one-way teaching takes place. Likewise, large numbers of teachers i.e. 18 (60%) teachers said that they use question-answer technique. As the study of Aziz et.al. ( 2016, p.158) found question-answer technique as intended to detect the level of understanding of students, encourage students to explain information clearly. However, discussion method is less frequently used in comparison to question-answer method. It has been mentioned only 9 (i.e.30%) teachers use this method. Furthermore, if we use discussion method increasingly, we can develop students' English language proficiency in EMI classroom. On the other hand, 12 (40%) teachers said that they use pair work technique in teaching and 9 (30%) use group work technique while teaching. Likewise, 5 (16.66%) teachers use individual work technique. However, only 1 (i.e. 3.33) teacher use any other technique in teaching.

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

#### **4.1.2.6 Problem Faced by the Teachers**

English-medium instruction (EMI) is a complex educational innovation in non-native context. It requires prerequisites for the effective implementation. Because of lack of prerequisites the teachers and students are facing lots of problem. However, in order to find out whether the teachers are facing any problem while teaching through EMI, they were provided with some questions. Their responses are presented in Table 11.

**Table 11**

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

<b>S.N.</b>	<b>Items</b>	<b>Reponses</b>			
		<b>Yes</b>		<b>No</b>	
		<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
1	Problem faced by teachers	28	93.33%	2	6.66%



The table 11 shows that most of the teachers i.e. 28 (93.33%) are facing the problems while teaching through English but only a few i.e. 2 (6.66%) teachers claimed that they are not facing any problem at all.

From the result we can say that the non-English teachers are facing lots of difficulties and challenges to implement EMI in non-English classroom and it is the bitter reality in our Nepali education system.

#### 4.1.2.7 Types of Problems Faced by the Teachers

Adopting English as a medium of instruction in expanding circle is really challenging job. Though most of the individuals have the great expectation that competency in English language will solve major social problem, to teach English in non-native context is problematic. In order to find out what problems the teachers are facing while teaching through EMI, teachers were provided with questions. Their responses are presented in Table 12.

**Table 12**

#### **Types of Problems Faced by the Teachers**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Frequency</b>
a.	Low level of English language proficiency of me myself.	-	-
b.	Low level of English language proficiency in learners.	21	70%
c.	Lack of resources for teaching.	6	20%
d.	Lack of content knowledge of own.	1	3.33

The table 12 shows that about 21 (i.e. 70%) teachers claimed that they are facing problem while implementing EMI because of low level of English language proficiency in learners. However, the study of Dearden (2014) found,

in 83% of the countries where EMI courses are taught, the lack of qualified teachers was a large complaint with serious implications for teaching quality. As well as, 6 (i.e. 20%) teachers said that lack of resources for teaching have created problem to the teachers to teach in EMI. This data reveals that in our local context many of the schools have implemented EMI policy without proper management of prerequisites, which is the great challenge to the teachers and students to teach and learn. Similarly, Baldauf, Kaplan, Kanwangamalu and Bryant (2011) examining several Asian countries' language policies, conclude that "funding for normal programs, the training of teachers and money for textbooks are all inadequate"(as cited in Vu, T.T & Burns, 2014, p.6).

Although most of the teachers point out the lack of resources and lack of proficiency level of students as the main problem in EMI class, 1 (i.e. 3.33%) of the teachers said that teachers are facing problem because of lack of content knowledge of teachers themselves. Baral (2015) found that the EMI policy has exacerbated the level of difficulty for both teachers and students. His findings reveal that this unplanned policy negatively impacts on teaching-learning of the content area subjects such as science, mathematics and social studies. It is the fact we can see in our local context too. On the other hand, none of the teachers said that they are facing difficulties because of low level of English language proficiency of themselves.

The result shows that the teachers are facing problem because of students' low English language proficiency in government aided schools. Likewise, lack of resources is another great problem in EMI classroom and lack of confidence level of teachers in the content area subject is also the great problem in EMI classrooms. So, effective training to the teachers, resources, lots of exposures, English speaking environment and so on are the prerequisites for the effective implementation of EMI.

### **4.1.3 Classroom Pedagogical Reality of Using EMI**

School contexts and talking with teachers and students to explore the classroom pedagogical realities of using EMI in government school, I observed eight classes of one school. All classrooms observations data were taken in note. The majority of students in the focal schools are bilingual who speak their own mother tongues (such as Tamang) and Nepali in their everyday interactions. These students do not have to use English for school interaction. The focal school teaches English from Grade one, has introduced English as a medium of instruction (EMI) policy since 2063 BS. During the observation I found the similar ways of teaching, teaching materials and same types of techniques by all teachers.

#### **4.1.3.1 Language Practices in Classroom Teaching**

Language is the mean in EMI classroom to deliver content knowledge along with learning of that particular language. Although to use English as monolingual approach in multilingual and multicultural context as a challenging job, a recent combined report from the British Council and Oxford University states that “there is a fast-moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects” (Dearden, 2014, p. 2). Though schools are increasingly adopting the EMI policy in Nepali education system, Baral (2015) contends that this unplanned policy has contributed to silencing of students’ voices, poor understanding of content, limited creativity, and teacher-centeredness, and promoted students' reliance on memorization. It means, the monopoly of EMI leads the students to be passive rather than active. However, in order to find out the reality of teaching in EMI classroom I had visited some classes. When I visited in EMI classes I found most of the teachers and students were using bilingual approach (Nepali and English) in EMI

classrooms rather than monolingual EMI approach. As seen in the following classroom vignette:

*Classroom Vignette 1: 'Force (Acceleration)'*

It was the date 13th October 2017, after the tiffin, I and the teacher entered into the Grade x class. In a dusty classroom with bamboos walls and a tinned roof, there were 25 students sitting in 6 desks. When we reached there all the students stood up and greeted us "Good afternoon, teacher." The teacher warmed up the class by asking what would be the plan for holiday" after that the teacher opened the textbook pages and wrote the topic "Acceleration" on the whiteboard. The teacher revised the previous lesson briefly. He said, "We learned about velocity ratio yesterday" and asked some students "What is velocity ratio?" Some of them gave the clear answer in English but some of them were feeling difficult to give the answer in English. After, teacher repeated the question in Nepali "*Gati Anupat vaneko k ho? yasko mahato k chha?*" After that, all of the students started to give answer in Nepali language. The class was noisy that time.

After revised the previous class the teacher asked the student to see on textbook and the teacher thoroughly read the text. The class was totally teacher centered rather than student. The teacher was as the reader and students as the listener. After the teacher read the text the teacher analyzed the text into English and some parts in Nepali. However, while

teaching the teacher tried to make students understand by giving them different examples. Such as acceleration means "vehicles starting from rest gains its speed (in Nepali, *isthir aawasta bata chalna suru gareka gadiharuko gati ma pariwartan hunu nai prabheg ho*), apple falling from a tree until it reaches to the ground ( *rukha bata jamin samm syau khasda sammako aawasta*)". He drew the picture of tree as well from where apple was falling on the ground. He wrote the formula " $a = (v - u)/t$ " where,  $v$ = final velocity (*aantim gati*),  $u$ = initial velocity (*suruko gati*),  $t$ = time taken (*lageko samaya*), unit of acceleration= $m/s^2$ " on the board and students copied the formula. After he finished teaching, he asked students to read for 10 minutes and later he asked some questions such as "what is acceleration? What is the formula of acceleration?" Few of the students gave answer in English and said "acceleration is the change in velocity. E.g. apple falling from a tree". But, some students directly gave the answer in Nepali "*Gati ma pariwartan liyaunu nai prabheg ho. e.g., ek rukha bata syau jharda ko aawasta*". However, they said formula in English. Later on, the teacher summarized the lesson in English and gave the students assignment to read and write about function of acceleration.

The above vignette shows that it is hard not to translanguague while teaching English and through English to the bi-/multilingual students who have not yet mastered strong English language proficiency to participate fully in negotiation of meaning and classroom interactions (García 2009, as cite in Phyak, 2017,

p.g13). Here, in the focal school's classroom the teacher does not force the students to speak English only in his classroom rather he purposefully uses Nepali to push them towards speaking English. As we can see in that focal classroom, after the teacher uses Nepali and different examples, the students understand and answer his question in English as well as in Nepali. We can say that the teachers are compelled to use students' home language in teaching. The teacher adopts a flexible approach and uses students' existing linguistic knowledge as a resource to engage them in the lesson.

When I asked the teacher why he mostly switch and mix the code while teaching, the teacher responded that he was compelled to switch and mix the code to make students clear about the content and to break down the silence of the students. Furthermore, He says, "I open up space for Nepali when I know that my students are unable to understand my question; subsequently I translate the question into Nepali to check the students' understanding".

The classroom vignette and informal discussions with teacher shows that the teacher adopts a flexible approach and uses students' existing linguistic knowledge in EMI classroom as a resource to engage them in the lesson rather than adopting the monolingual EMI policy.

#### **4.1.3.2 Availability of Resources**

Teaching English in a context where adequate material resources are not available due to lack of sufficient allocation of budget is often described as teaching in difficult circumstances. It is the fact that most of the schools of Nepal there are the lacks of teaching materials, without which it has been difficult to engage students in learning activities. In the research study classroom most of the teachers had presented the overview of lesson in English but the objectives of the study were not clear of some teachers. Similarly, textbook was the only material of teaching and learning. But one of the

teachers attended her class with material. As seen in the following vignette, the teacher attended her class with teaching material.

*Classroom Vignette 2: 'Natural Resources and Biodiversity'*

After the morning assembly, I and the teacher entered into the Grade ix class on 13th October 2017. In a dusty classroom with bamboo walls and a tin roof, there were 35 students sitting in 9 desks. When we reached there all the students stood up and greeted us "Good morning, teacher." The teacher warmed up the class by asking how they were. After that the teacher opened the textbook pages and wrote the topic "Natural Resources and Biodiversity" (page 147 from the textbook) on a whiteboard. The teacher revised the previous lesson briefly. She said, "We learned about family life education yesterday." and asked some students "why is family life education important in our life?" some of them gave the clear answer but some of them were feeling difficult to give the answer in English. Then after, teacher repeated the question in Nepali "*Hamro Jivan ma pariwarik jivan sikchha kina mahatopurna chha?*" some of the students gave answer in English "It is important because it is a good way to prepare for adulthood, marriage, parenthood and ageing for healthy and quality of life in the family".

After revising the previous class the teacher entered into the topic but the objective of the study lesson was not clear. The teacher involved the students in individual as well as group activities by involving them in

discussion. The teacher came with material in class and she pasted that material (chart papers) on the board where the teaching items were written in points "introduction to natural resources, type of natural resources, functions of each natural resources (i.e. air, water, fuel etc.) and she explained each of the items in English by giving different examples as well as by showing the pictures from the book or the real objects (e.g. trees, air, water, human being, soils and so on). But sometime the teacher switched and mixed the code while explaining to make understand the students. After she explained each of the topics she asked the students to read individually what were written on the chart and involved the students in discussion. In discussion, the students were free to discuss in Nepali and English both languages. After sometime discussion the teacher asked each student to present one by one based upon the topic as "natural resources, types of natural resources, important of natural resources". The students were also fluent in English they elaborated the topic nicely but some students felt difficult to explain in English. For e.g. one of the students said "*hamro wori pari paune (pointing with finger) yo hawa, pani, rukh, jivjantu, dhunga, mato ityadi jun hami continuously pauxau tyo nai natural resources ho*". Likewise, most of the students elaborate the points give on the chart with suitable examples. At last, the teacher summarized the lesson in English and Nepali language and ended her class by giving them reading and writing homework.



The above vignette shows that students were actively involving in learning when the teacher pasted that chart paper on the board and showed different real objects. Based upon the topic and main point given on the chart paper, the students learned through discussion and searched from the book. The students understood more when the teacher explained by giving different examples like showing plants, soil, air, water and human being. Furthermore, the main points given on the chart paper made the students easy to learn and remind. So, it can be concluded that even a small material in teaching may help lots in learning. However, the study of Bista (2011, p.7) reveals that the public higher learning intuitions, in both urban and rural settings, do not have any modern form of teaching materials/aids like computer, TV, over head projector, copy machines and course materials. It means, mostly students have to prepare themselves for the course and exams without understanding what skills they gain or do not gain. However, the teacher in focal school argued that she often comes with material because it is so much helpful to deliver clear concept about the subject matter in English. Similarly, she said that without materials teaching is meaningless. So, it can be concluded that the materials also play the very important role in learning through the particular language.

#### **4.1.3.3 Technique Use by Teachers in Teaching through EMI**

In general, technique is teacher's skills in the management and implementation of teaching methods in teaching and learning activities. If the teacher uses different techniques students will stay focus and be able to remember the lessons faster and better. In order to find out the technique use in EMI class, I observed six more classes where I had got the similar types of data. Most of the classes were teacher-centered rather than student-center. But in some classes students were involved in group and pair work. But they were free to use their mother tongue if they do not understand the content. Some teachers paid more attention to avoid cues of boredom and confusion of students as well as involved the students of different abilities in conversation by asking the

questions and by giving group work. As seen in the following classroom vignette:

*Classroom Vignette3: 'Fraction'*

After I observed Economic class in third period, I and the teacher entered into the Grade ix class. In a dusty classroom with bamboos walls and a tinned roof, there were 35 students sitting in 9 desks. When we reached there all the students stood up and greeted us "Good afternoon, teachers." The teacher warmed up the class by asking how they were" after that the teacher opened the textbook pages and wrote the topic "Fraction" (from the textbook) on a whiteboard. The teacher revised the previous lesson briefly in English. She said, "We learned about simplification yesterday" and asked each student to solve any one problem from the given exercise. She checked the exercise of some students.

After revised the previous class the teacher entered into the topic but the objective of the study lesson was not clear. The teacher first wrote on the board the definition "fraction is the comparison of specific objects to the total and wrote formula too:  $\text{fraction} = \frac{a}{b}$  (i.e. a (numeration) and b (denominator)). She solved one problem on the board which was given on the book. For example:

Q.1 If the number of red balls and green balls in a basket are 6 and 9, respectively find the fraction of red balls and green balls.

$$\begin{aligned}
\text{Ans = If No. of red balls (R)} &= 6 \\
\text{No. of green balls (G)} &= 9 \\
\text{Total balls (T) = R+G} &= 6+9=15 \\
\text{Now, Fraction of red balls} &= \text{No. of red balls / total balls} \\
&= 6/15 \\
&= 2/5 \\
\text{Also, Fraction of green balls} &= \text{No. of green balls / total balls} \\
&= 9/15 \\
&= 3/5
\end{aligned}$$

She solved that mathematical problem based upon the discussion with students. After she solved, she again repeated in Nepali how to solve that problem. After she solved one problem, she called each student turn by turn in front and gave them the problem to solve on the board. The teacher helped each student if they felt any confusion. She focused each individual student. If some students knew that topic the teacher involved that students in new topic but if some students did not able, she focused them individually and taught them individually. Because of teacher's active participation all the students were active but the class was quite noisy. Before five minutes of class over, she wrote some questions on the board and asked students to copy that as an assignment. When the bell rang we together came out of the class. I thanked the teacher for providing that opportunity to observe her class.

The above classroom vignette shows that if students are focused individually based upon their ability the students will be able to learn in English language freely. The data shows that discussion among the students and teacher is the

best way to learn for long period. However, the study of Phyak (2017) reveals that most of the classes are teacher- and textbook-centered. Though Phyak's study shows the EMI classroom as teacher-centered classroom, the above vignette reveals that there is the student-centered classroom. It means, this is the good signal for the proper implementation of EMI in present context. In the focal classroom when the teacher taught the students focusing on their ability they learned very actively and appropriately. After the class ended, I asked to the teacher why she had focused on each student. At that time the teacher said, "if I focus each student the class will be active and each students will get chance to learn in English." Furthermore, she responded that she was teaching the students based on their abilities. So teaching and learning through discussion and focusing on students' abilities are the best ways to make students understand the content in English. Though the teachers and students were depended on textbook, the class was student centered.

From all the classroom observation we can say that most of the classes began with English but later on the teachers are compelled to use bilingual approach in their teaching that is because of low level English language proficiency of students. When I observed the class, I saw that it was really difficult to the teachers to make students understand the content in English. The difficulty to make understand the content was not only because of language but lack of pedagogical material is also the main causes behind it. In most of the schools, there are EMI but there are the lacks of sufficient materials and English zone is not created anywhere. The teaching and learning is mostly dependent on textbook. The implementation of English is limited only in classroom while teaching but out of the class both the teachers and students are free to use Nepali. Furthermore, we can see there is lack of trained teachers as well. Furthermore, the observation shows that if the students are involved in group work and if the teachers focus an individual student in learning it may not be difficult to the learners to learn in English. Finally we can say that English

language as a medium of instruction is just on policy but the reality is to switch and mix the codes are the main way to make students understand the content in English in Nepali context.

#### **4.1.4 Students' Perception**

##### **4.1.4.1 Perceptions of Students towards the Implementation of EMI**

When I had conducted focus group discussions with 10 students within two groups to know their perceptions in EMI, I found most of the students are positive towards the implementation of EMI rather than mother tongue. As in the study, among these students who have shifted from private school to government school are really appreciate and feel enjoy to learn through EMI. However, the students who are studying from earlier at government school are feeling burden and difficult to learn through EMI.

Although some students feel burden to learn in English, most of the students feel comfortable to use English than Nepali. However, the study of Bouhmama, D., & Bouhmama, (2015) reveals that students hold more positive attitudes towards Standard Arabic as compared to English as medium of instruction in Kuwait. It means, they are positive to their mother tongue rather than English language. But in our Nepali context, students are more attracted to English because of its hegemonic status. For example, one of the students said, "I fell enjoy to learn in English because it is the world language and the demanding language. It is easy too to learn than Nepali." Moreover, they are highly motivated to learn English for their further study in abroad. One student said:

I have just shifted in this school before one year from private school because of implementation of EMI in this school and I am feeling enjoy to learn English because I have a dream to go to abroad for my further study.

The discussion with students in FGDs show that they are positive toward EMI because they have believes that they will get lots of opportunities in their future. Likewise, the use of EMI in teaching is creating feeling to the students that they are developing English language gradually. Although most of the students are enjoying EMI, some students are feeling extra burden. So, to accommodate them in English environment the teachers, parents and administration should play important role.

#### **4.1.4.2 Perceptions of Students on EMI for Improving their English Language Proficiency**

Facing the current situation that Nepali students are poor in English productive ability, the mode of only English-medium teaching is put forward to completely improve students' English abilities and comprehensive competence by creating English language acquisition atmosphere but the situation is miserable. In order to know the students' perception on EMI for improving their English language proficiency I had conducted the FGDs where most of the students said that they have high expectation of learning through EMI.

Most of the students in FGDs expressed, they have the expectation that they could improve their English language proficiency, able to speak fluently and accurately as well as they would develop and improve listening, speaking and reading skills if they learn in EMI. For example, one of the students of Grade x argued:

"I had the expectation that I could develop English language proficiency learning through EMI and that would be very much helpful for my higher study but we are not getting ample opportunity to use EMI except in the classroom."

However, most of the students expressed that they are improving their language proficiency gradually. As the study of Yue, Ying, and Jingxia, (2015, p.179) found that 97% of the students have a positive understanding of the purpose of teaching in English that is to help students themselves improve their abilities and realize meaningful teaching beyond superficial. However, in Nepali context some of the students in FGDs said that they have no more expectation through EMI because they are not getting any differences between Nepali medium and English as they are using Nepali more than English medium instruction.

That is to say, more than 50% of the students are positive toward the EMI and they have high expectation from EMI. Likewise, they have the common belief that they could improve their English language proficiency if they learn only in EMI. Though they have the high expectation, the data shows that they feel they are not getting what they are expecting.

#### **4.1.4.3 Perceptions of Students' toward Monolingual Use of English as Medium of Instruction**

Monolingual use of English means use of only English language as medium of instruction. In our Nepalese educational context, there is only the name of EMI. We can see teachers and students are openly adopting bilingual approach in teaching and learning rather than English only.

The discussion in FGDs shows that both the teachers and students use English and Nepali language in teaching and learning. Most of the students said that they mostly use bilingual approach (Nepali and English) because to learn only in English is quite difficult to understand. Similarly, in the study one of the students of Grade VII said, "We feel easy to understand the content if our teacher translates into Nepali." That is to say, in non-native context, most of the students want and need mother tongue to understand the content even though they are using monolingual EMI policy.

In the discussion, some students said that they are also free to use Nepali language while making discussion on the subject matter and while asking with teachers and friends. Furthermore, most of them said that they just use English textbook but they learn through translating into Nepali. One student of Grade X said, "Some of the teachers do not like to use Nepali but we request them to use Nepali because most of we feel difficult to understand only in English".

However, one of the scholars said that only English-medium teaching creates the English learning atmosphere to motivate students to learn initiatively so as to help students practice and memorize in their mind and develop English thinking way to speak and write more authentic English (Gao, 2001, as cited in Yue, Ying, & Jingxia, 2015., p.175). In our Nepali context, to implement English only as medium of instruction is really challenging job.

From the above data obtains from FGDs, we can say that the students are positive toward the implementation of EMI but they need bilingual approach in teaching and learning because of their low level of proficiency in English language. Though they need bilingual approach in teaching and learning, if the school creates the environment of using only EMI in the teaching and learning the students might get native like competency in English. But to implement English only environment in local context of Nepal is like myth.

#### **4.1.4.4 Materials Use in EMI Class**

Phyak (2015) perceives lack of sufficient resources and teachers' English language proficiency certainly affect the implementation of the EMI policy. Even though I have observed some classes, I asked to the students about the use of materials in EMI classroom. On the discussion, they said that textbooks are the mostly used materials in the classroom. But one of the students said, "We sometime take to computer lab to have practical class as well as our science teacher brings some real objects as the materials to make us understand." She added more that while learning in practical way by the use of



materials we can understand easily even in English. Some of the students said that their teachers sometime use English dictionary and bilingual dictionary to teach meaning. Furthermore, they said, their teachers who are from *Teach for Nepali* mostly come with materials. They said that those teachers often come with lesson plan, chart paper and audiovisual materials. Likewise, one student of Grade X said, "Our social teacher some time uses laptop to show us the historical places, different cultural dance, festivals and songs." However, the discussion shows that in science, computer and social subject materials are mostly used rather than in other subjects.

The obtain data reveals that most of the students are neither satisfy nor dissatisfy of the use of materials in EMI classroom. Especially, they are unsatisfied of the mostly use of textbook as common teaching aid. Though they have moderate type of feeling towards materials use in EMI, they are happy what the teacher use in EMI classroom. We can see in the data that most of the teachers come in class with materials but that teachers are the fellows of *Teach for Nepal* who get training in each three months. So, we can say that training and proper guidance to the teachers are the main policy to make teachers active and enthusiastic in teaching which may bring positive perspective to the students.

#### **4.1.4.5 Benefits of EMI in Learning**

The FGDs with the students show that students are benefited by developing their English language proficiency gradually. They responded that they can speak fluently with foreigner now. Likewise, learning through English medium instruction, students are able to develop huge amount of vocabulary power. One of the students said, "While learning through using different materials such as pictures, diagrams and real objects, it is easy to understand the meanings and words". It means EMI is an opportunity for the people in Nepal to get the information and to be offered opportunities to practice speaking and

communication. Moreover, in the study, they said that they are developing their habit of speaking English and they are now able to read and write the moderate types of texts. They also said that they are improving listening as well as speaking skills.

The above data reveals that most of the students believe, they have lots of opportunity if they learn through EMI. Furthermore, the students are feeling that they are getting improved their language skills and proficiency while learning through English.

#### **4.1.4.6 Problems Faced by Students Learning through EMI**

Although only English-medium teaching provides many advantages for students to learn English, there are still many elements that influence teaching and learning in students and teachers. In the students' discussions we found that they are facing lots of problem in learning through EMI. They said that they are feeling difficulties to understand the word meaning in English. The study shows that in non-native classroom to teach in English only language is difficult to understand to the students because they may not good in different skills of language.

In the study, the students argued that if the teachers write difficult words and meanings on board it will be easy to learn. One of the students of Grade VII said, "Our teacher just tell us the meaning verbally but they are lazy to write on board. So, if they write on board we will remember easily those words.

Likewise, the classroom teaching observation too resembles the same. When I observed some classes in the focal schools most of teachers found lazy to write on board, rather they explained verbally. Hence, if the teachers write on the board some difficult words as well as examples, the students might feel easy to understand in English rather than in their own mother tongue.

On the other hand, some students claimed that it is not necessary to write word meanings on board but if the teachers teach by showing pictures they can learn easily. We can say, it is also the best way to show pictures while teaching to make students understand clearly in that particular language because we know that picture helps us to make mental image which we can put easily in our mind. For example one of the students said:

I understood very fast when the teacher shows the picture. For example, some time our teacher shows us the pictures of different people celebrating their cultural programs, this type of example helps me to understand the cultures and religions of people.

Likewise, some of the students responded that due to the short period of time they do not get enough time to practice English through learning the subject matters. But some made the conflict with friends and said that if the school creates English speaking zone that is the best way to learn English. Finally, all of the students said that because of lack of enough and appropriate materials they and the teachers are feeling difficult to teach and learn in English.

The discussion with the students shows that they are happy to learn in English but they are facing lots of problems because of lack of materials, trained teachers and lack of language proficiency of themselves. As English as foreign language, if the teacher teaches the students by giving different examples, using pictures and writing on the board they may learn easily and permanently. Furthermore the data reveals that English speaking zone is also the best way to make student easy to learn in EMI classroom.

#### **4.1.4.7 Further Suggestion for the Implementation of EMI**

Before the FGDs finished, I asked all the students in common to provide overall suggestions for the effective implementation of EMI, where most of the

students of both groups said that teachers should be competent in English language as well as in subject matter. Moreover, they said students themselves should be active in self-learning. Furthermore, what they want is, if the teachers use realia, materials and pictures they could learn permanently. They also said that the teachers should involve students in creative activities such as writing poem, stories, songs and so on. At last, all of the students of Grade VII said, "School should manage the playing materials, should take the students in different places for visit and should create English speaking zone in the school for the effective implementation of EMI." Finally they said that they all are happy to learn in English medium.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Findings**

The major concern of this study was to find out the perceptions of teachers and students towards the use of EMI and to find out the current classroom practices of EMI in public schools of Nepal. On the basis of analysis and interpretation of data obtained from teachers, students and classroom observations, the following findings have been drawn.

##### **5.1.1 Teachers' Perceptions on the Implementation of EMI**

Most of the teachers are positive towards the implementation of EMI. They have the common belief that it is the most important language at present context and it is the cry of the day. About 46.66% (table no.1) teachers said that the main reason of implementing EMI is because of the demands of stakeholders. Likewise, in non-native context switching and mixing the code into mother tongue is common strategies of teaching. About 40% teachers claimed that they mix and switch the code to make students interactive and collaborative and they perceived, that is the best way to make students understand the content. Furthermore, teachers said that EMI can develop the teachers' and students' English language proficiency along with delivering the content knowledge to the students. About 60% (table no.3) teachers opined that EMI is effective to implement from primary level. As well as, 8% (table no.3) teachers said that the appropriate level for the effective implementation of EMI is before primary level. Similarly, teachers said that encouragement and motivation are the key points for the progress of the students, and a teacher can do it for the effective implementation of EMI.

Likewise, most of the teachers perceive, EMI helps to develop English language proficiency, so it is the best way to provide quality education. Furthermore, more than 50% of the teachers responded that there should be much more exposure of English in the classroom and English zone should be created for the effective implementation of EMI.

Some of the teachers perceived that CDC is also equally responsible for the proper implementation of EMI and there should be code of conduct between teachers. As more, about 40% teachers said that the teachers should encourage the students to use English inside and outside of the class and the teachers should be well trained based on how to teach in English. Similarly, most of the teachers demand the proper training for the effective implementation of EMI. They perceived the training as neither good nor bad. As well as, lack of materials and time, they are not able to implement the training's skills and knowledge properly in the classroom.

Hence, from the data we can say that most of the stakeholders prefer English language in education from the very beginning and they want to make betterment of the program of EMI in public school.

### **5.1.2 Students' Perceptions on the Implementation of EMI**

It is found that most of the students are positive toward the implementation of EMI. They are thinking that they are developing their English language proficiency gradually after the implementation of EMI. Most of the students feel comfortable to use English than Nepali. On the other hand, the students from Nepali base are feeling extra burden because of lack of proficiency in that particular language. They want to learn in English but through translation method. Likewise, some students has taken EMI as the good opportunity for their future and career development. Although most of the students are positive toward EMI, because of the great use of bilingual approach in teaching and learning some students explore that they are not feeling any difference between

EMI classroom and Nepali medium classroom. Some of the students are not found quite positive in the implementation of EMI. However, most of the students perceived EMI as the platform for their career but lack of sufficient exposures, trained teachers, resources and time they are feeling difficult to learn in English.

Furthermore, it is found that most of the students use bilingual approach in learning for the ease of them to learn. They request to the teachers to translate into their mother tongue if they not understood the content. Hence, some students seems happy and positive when they get chance to learn through translation method.

### **5.1.3 Current Practices of EMI in Public School at Basic Level and Secondary Level**

More than 50% (table no.6) of the basic level and secondary level teachers (i.e. 63.33%) included in the study responded that they use Nepali and English language in their class while teaching the content subjects (i.e. mathematics, science, social, Health Population and Environment Education, computer, Economic). Similarly, the classroom observations and focus group discussions also reveal the same that the teachers use both Nepali and English language. There are some teachers (i.e.20%, table no.6) who want to teach in English language only. However, the observation did not show the teachers use English only in the classroom. Likewise, 16.66% (table no.6) teachers said that they are using English textbook but are using Nepali language only in teaching. Furthermore, most of the teachers said that they use audio, visual, audiovisual and printed materials as major teaching materials but few of the teachers said that they use audio, visual and audiovisual materials in the class. Though the teachers said that they use different audio, visual and audiovisual materials in teaching, classroom observation reveals that the teachers mostly use printed material (textbook) rather than audiovisual. However, in FGDs, students said

that their teachers use some time audio, visual and audiovisual materials along with printed aids based upon subject matter.

Likewise, 50% (table no.8) of the teachers are using the textbook published by CDC publication and private publication. The data reveals that there is little use of book published by the private publication but none of the teacher said that they use the book published by international author and publication. The classroom observation also showed that the teachers and students dependent on textbook published by private and CDC publication.

The good things found from the data is that 40% (table no.9) teachers are using pictures, map, diagram and sometimes websites to make students understand the content. The classroom observation also showed that the teachers use diagram, picture, flash card and chart paper as the materials in teaching. As more, the students explored that their teachers use some time teaching aids in EMI classroom. Likewise, some of the teachers said that they apply question-answers, lecture, discussion, demonstration, pair work, group work and individual work in teaching. While observing the class, I saw most of the teachers mostly used individual work, group work, question-answers, discussion and lecture method in teaching. And the discussion with the students has also shown the same result.

## **5.2 Conclusions**

At present competitive world, English has taken its hegemonic status; as a result stakeholders are simultaneously drawn to the English language. Hence, they have a great demand for the use of English language in academic institution to office especially in ESL and EFL countries in the world. In our Nepali context, English has a great impact on private education sectors and is gradually moving to public education sectors. As a result, most of the public schools started to implement EMI in classroom teaching and learning in Nepal



because they have beliefs that it provides boundless opportunity for upward mobility.

Hence, the present study was conducted to find out the perceptions of teachers and students towards the use of EMI and the pedagogical practices of using EMI in basic and secondary levels of public schools. The study reveals that most of the teachers are positive towards the use of EMI in public school because they think that English as a global language which may open the door of success of both the teachers and students. Furthermore, it can be concluded that students are indeed generally in favor of using English exclusively in this setting, and their preference is positively related to their own English proficiency.

Secondly, the result concluded that only English-medium teaching creates the English learning atmosphere to motivate students to learn initiatively. Though the sole EMI is appropriate, in EFL context it seems difficult to implement because the result shows that while implementing monolingual policy of EMI in the classroom the students felt difficult to understand.

Third, I have argued that if there are lots of exposures to the students, the students might acquire native like competency in English language. The data reveals that there are limited exposures and teaching aids of English language to the students that is why they are not able to develop English language proficiency. While lack of resources, trained teachers, funding, and technology always affects English language education. On the other hand, the instructors should have the good knowledge to select appropriate methods and technique while teaching. The study shows that most frequently applied teaching techniques are question-answer, discussion, group work and individual works respectively. Hence, it can be concluded that if the students are involved in discussion and group work which make the learning effective and everlasting.

As more, the classroom observation reveals that textbook is only the material in EMI classroom which is the great challenge to the teachers and students for the effective implementation of EMI. Therefore, for the effective implementation of EMI in public school, multiple teaching aids are the most important thing.

In the present education scenario, we can see that there is the great demand of English education, so to fulfill the demand of stakeholders there should be proper management of financial, social, institutional, policy and practice related things. As well as, school should implement EMI with adequate preparation and support from the government, other educational agencies, community and teachers.

### **5.3 Recommendations**

On the basis of the findings, some recommendations for pedagogical implication have been presented systematically in this section

#### **5.3.1 Policy Related**

On the basis of findings and conclusions, the following policy related recommendations can be made:

- i. Implementation of EMI in public schools is one of the challenging attempts in Nepalese context because as seen in the study, there is lack of effective training to the teachers, low proficiency of students in English and lack of resources. Therefore, before implementation of any program there should be proper, reachable and reliable planning.
- ii. As this study has shown that there is the gap between policy and practice of effective implementation of EMI. Therefore, it is necessary to bridge the gap between demand of parents, teacher, students and real practice in education.

- iii. An effective policy should be made by the MoE regarding compulsory training of English language development course to the teachers of public schools where EMI is to be implemented.
- iv. To make implementation of EMI effective, the government should think and manage the pre-requisites (i.e. teaching aids, library and English zone) before implementation of EMI as well as school administrations should also be active for the effective implementation of EMI.

### **5.3.2 Practice Related**

The recommendations at practice level are as following:

- i. Only the name English medium is not sufficient to make the students proficient in English language, the English medium classroom should be in English rather than use of Nepali language. So, for the effective implementation of EMI teachers should be well prepared and the teachers need to have good knowledge and proficiency in English language.
- ii. The study shows that the teachers go to the classroom without plan and materials and the students are unable to interact, share and express what they know and what they do not know using English though they understand the content in English language. Therefore, the teachers should be well prepared, should go to the classroom with materials and should instruct in simple language based upon their level.
- iii. Furthermore, teacher should motivate students as much as possible.
- iv. Real life situation and practical issue should bring inside the classroom to create the curiosity to the students about EMI.
- v. The teaching techniques to be practiced and improved from time to time.

### **5.3.3 Further Research Related**

Each research study has own purpose and finding. The present study was conducted to investigate the pedagogical practices of EMI in the classroom and to find out the perceptions of teachers and students towards the use of EMI in public school at basic and secondary levels in ruler area as in Sindhupalchok district. There are so many things left to be studied. So, the following further research related recommendations can be made on the basis of findings and conclusions of this research:

- i. The further research can be conducted to find out the pedagogical reality of using EMI in urban area of other district in Nepal.
- ii. The research can be conducted to explore the progress and achievement in education system, individual and society after the implementation of EMI program because it is the new attempt of government in educational field.
- iii. The researcher can carried out the research to explore the gap between policies and practices of implementation of EMI in public schools of the country.

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## **APPENDIX-I**

Department of English education

Tribhuvan University

Name of the supervisor

Dr. Purna Bahadur Kadel

Lecturer

English as a Medium of Instruction in Public School: Practices and perceptions of teachers and students

### **PARTICIPANT INFORMATION STATEMENT**

#### **1. What is this study about? And who is carrying out it?**

You are invited to participate in a research entitled "English as a Medium of Instruction in Public School: Practices and perceptions of teachers and students" which aims to find out the pedagogical practices and perceptions of teachers and students of implementing English medium instruction in public school of Nepal. Though, many research work has been conducted related to EMI, they are limited up to perceptions of teachers and parents towards EMI but not concern about the pedagogical practices in real classroom. Therefore, this research is an effort towards finding classroom practices of EMI and providing some pedagogical implications for effective implementation of EMI in public schools.

This research is being carried out by Ms. Kalpana Shrestha in partial fulfillment of the master of education English at Tribhuvan University. This study will take place under the supervision of Mr. Purna Bahadur Kadel, Lecturer. This participant information statement tells you about the study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that

you do not understand or want to know about this study. Participation in this research is voluntary. So it is up to you whether you want to take part or not.

By giving your consent for participation in this study you are telling us that you;

- Understand what you have read.
- Agree to take part in research study as outlined below.
- Agree to use of your personal information as described.
- You will be given a copy of this participant information statement to keep.

## **2. What will the study involve for me?**

This study involves complementing the set of questionnaire. The questionnaire contains 19 questions where you will be asked to choose the correct options according to your practices and asked about your classroom practices and perceptions about EMI. You will have a week time to complete the questionnaire.

I will take five to ten minutes to complete this questionnaire. This study will not harmful to you in any cost.

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

Your participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or any one at your school. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in this study.

#### **4. Are there any risk and benefits associated with being in the study?**

Aside from investing your time, there will not be any risk or costs associated with taking part in this study. This study will help you to understand the real situation of implementing EMI in the classroom and the perceptions of teachers and students. Furthermore, the finding of this study will help you make an informed decision about the effective implementation of EMI.

#### **5. Who can take part in the study?**

The lower secondary and secondary level teachers and students who are teaching and learning in English medium public schools of Sindhupalchok district can participate in this study.

#### **6. What will happen if information about me that is collected during the study?**

The information you provides will only be used for the purpose outlined in this Participation Informational Statement. Unless you consent otherwise your information will be store securely and your identity information will be kept strictly confidential, except as required by law. This finding may be published, but will not be individually identifiable in these publications.

#### **7. Can I tell other people about the study and will I be told the result of this study?**

You are welcome to tell other people about the study and you will get the summary of the overall findings of the study.

#### **8. What if I would like further information about the study?**

If you like to know more about the study, please feel free to contact Ms. Kalpana Shrestha (9860145387).

# PARTICIPANT CONSENT FORM

## Department of Education, Tribhuvan University

Name of Supervisor

Dr. Purna Bahadur Kandel, Lecturer

### **English as a Medium of Instruction in Public School: Practices and perceptions of teachers and students**

I ....., agree to participate in this research work. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risk/benefits involved.

) I have read participant's information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.

) I have got answers to any questions that I had about the study and I am happy with the answers.

) I understand that my participation is completely voluntary.

) I understand that I can withdraw from this study at any time before I submit the response to the given questionnaire.

) I understand that all data collected will be limited to this use or other research related usages as authorized by Tribhuvan University.

) I understand that I will not be identified by name in the final product.

) I know that all records will be kept confidential in the secure position of researcher.

) I understand that the data I will provide will not be used to evaluate my performance anyway.

I consent to:

**Completing questionnaires**

**Yes**  **No**

**Signature:** .....

**Name:** .....

# QUESTIONNAIRES TO THE TEACHERS

Dear Participant,

I am conducting the research on **English as a Medium of Instruction in Public School: Practices and perceptions of Teachers and Students** under the supervision of **Dr. Purna Bahadur Kandel, Lecturer, Department of English Education, T.U., Kirtipur**. So you are humbly requested to put your reliable and genuine response on the questions included in this set of questionnaire. Participation in this study is completely voluntary. I sincerely assure that your response will remain confidential and be used only for the research purpose. And I assure that your personal information will be kept confidential. I will be indebted to you for your invaluable contribution in completing the research work.

Thank you.

## 1. Personal Information of the informant

Name (optional):.....

Profession:.....

Level:.....

Institution:.....

**2. Please, tick ( ) to the most appropriate options below. You are free to tick more than one option if necessary.**

### **i. Why has your school implemented English as a Medium of Instruction?**

- a. To provide quality education.
- b. To compete with private schools and to bring all students in classroom.
- c. It is a fashion and train to shift into English from Nepali.
- d. It is the demand of stakeholders (parents, students, teachers and administration).

**ii. Now, your school has started English as a medium of instruction. In which medium do you feel easy to teach?**

- a. In English
- b. In Nepali
- c. In both English and Nepali

**iii. In which medium of instruction students are mostly active and collaborative to learn in class?**

- a. English
- b. Nepali
- c. In both English and Nepali

**iv. Which language do you use most while teaching in English Medium Instruction class?**

- a. English only
- b. English and Nepali
- c. Sometime Nepali only

**v. If you use both languages as code switching and code mixing, why do you switch or mix the code while teaching?**

- a. To make students understand the content
- b. It is habitual to switch and mix the code
- c. To make students interactive and collaborative
- d. To break down the silence of students

**vi. What kinds of teaching materials do you use mostly while teaching through English?**

- a. Audio
- b. Visual
- c. Audio visual
- d. Printed
- e. All of the above

**vii. What kind of textbooks do you use in classroom?**

- a. Textbook published by Curriculum Development Center (CDC).
- b. Book published from private publications.
- c. Book written and published by international authors and publications.
- d. Both, books from CDC publication and private publications.



**viii. What do you do to make students understand the content in your class?**

- a. I use pictures, map, diagram, dictionaries and sometime websites.
- b. I explain and elaborate the content by using different examples, humor, analogies and metaphors.
- c. I use translanguaging pedagogy (use of learners' home / multiple languages) to make understand the content.
- d. I use audio, visual, and audiovisual materials.

**ix. Which techniques do you use while teaching through EMI in the classes?**

- a. Lecture
- b. Question-answer
- c. Discussion
- e. Demonstration
- f. Pair Work
- g. Group Work
- h. Individual Work
- i. Any other.....

**x. In your opinion, which level is the suitable level to apply of EMI?**

- a. Before primary level
- b. From primary level
- c. After primary level
- d. After basic education level

**xi. Do you think that EMI is effective way for quality education?**

- a. Yes
- b. No

**xii. If yes, how do you think the EMI is an effective way for quality education?**

- a. It develops an English language proficiency of the students
- b. English is used in science and technology so it is important
- c. It is the global language.

d. English language education makes the students genuine and students can adjust at any corner of the world.

**xiii. Have you ever felt teaching problem through English medium instruction?**

- a. Yes
- b. No

**xiv. If yes, what problem have you felt most?**

- a. Low level of English language proficiency of myself.
- b. Low level of English language proficiency in learners.
- c. Lack of resources for teaching.
- d. Lack of content knowledge of own.

**3. Please respond freely on the following queries:**

**i. What is your perceptions regarding the use of English as a medium of instruction (EMI)? Have you ever felt burden teaching through EMI? Why?**

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.....

**ii. What benefits do teachers and students achieve by adopting English as a medium of instruction?**

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.....

.....

**iii. What challenges have you faced while implementing English as a medium of instruction?**

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.....  
.....  
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.....

**iv. Have you ever been involved in any training regarding EMI by the government of Nepal or by any other agencies? If yes,**

a. Who organized the training?

.....  
.....

b. How long was it?

.....

c. Was it effective?

.....  
.....

d. Have you applied the skills and knowledge in your teaching class which you gained from training?

.....  
.....

**v. What can a teacher do for the effective implementation of English medium instruction in public schools?**

.....  
.....  
.....  
.....  
.....

**vi. What preparations do you think are the foremost to implementation of EMI in public schools in Nepali context?**

.....

.....

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.....

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**Overall suggestions if you have:**

.....

.....

.....

.....

## APPENDIX -II

### Classroom Observation Guidelines

Teacher's Name: .....

Date:.....

Class:.....

Observed Time: .....

School's Name:.....

Subject:.....

<b>Items</b>	<b>Qualitative information (Thick description)</b>
1. Beginning of the class	
a. How does teacher begin the lesson?	
b. Language the teacher use at the beginning of the class.	
c. Whether the teacher has presented overview of the lesson? In which language?	
d. Objectives for the study are given (verbally, written, or not at all).	
2. Selection and Use of Instructional Materials	
The English medium text books are only materials provided to the students.	
English Films, websites, dictionary, pictures and audiovisual materials have a clear purpose.	
3. Activities	
Teacher has been involving students in interaction, group work, pair work and student-lead activities	

The students are free to use their mother tongue language if they do not understand the activities	
The teacher has been switching and mixing the code sometime to make students understand the content knowledge and exercises of book	
The teacher is paying attention to cues of boredom and confusion of students	
4. Drawing attention of the students to the task	
The teacher provides conversation among students of different ability by asking the questions in English	
The teacher encourages students to summarize and add other's summaries	
5. Ending of the class	
The teacher summarize the lesson in English and gives assignment	

## APPENDIX- III

### Some guidelines for the Focus Group Discussion (FGD)

Date:.....

Name of Students:.....

Class:.....

FGD Time:.....

School's Name:.....

**Basically, the focus group discussion (FGD) of my research includes the following guidelines:**

- a. When has been English medium instruction (EMI) implemented at your school?
- b. How do you feel as the students of community school when you are learning in English medium instruction?
- c. What is your expectation from English medium instruction class (EMI)?
- d. What changes have you felt after its implementation?
- e. What language do your teachers and you use most in teaching and learning?
- f. How do your teachers make you understand the content?
- g. In which language do you feel easy to learn? Why?
- h. What materials do you use most to understand the content in English?
- i. What benefits have you got when you are learning through EMI?
- j. Can you share those problems that you have faced while learning through EMI?
- k. How is the support of teachers and parents in your learning?
- l. Are you satisfied with the achievement that you have got through EMI?
- m. What preparations do you think are the foremost for the implementation of EMI in public schools in Nepali context?