

CHAPTER-ONE

INTRODUCTION

This study is about “English as a Medium Instruction (EMI) in the government aided School: Teachers' Perception and the Use.” This section contains general background, review of the related literature, objectives of the study, significance of the study.

1.1 Background of the Study

Generally, instruction refers to the act, practice, or profession of instructing. It is a method to identify assess, activate, and build on the prior knowledge, experiences, and skills that a given group of students brings to learning in each content area.

Johnson (1967, p.18) states “instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn.” Likewise, Donald (1976, p.6) defines instruction as “the action context within which formal teaching and learning behaviors take place”. In other words, it is the teaching-learning system. Here, points out that while teaching and learning taken separately are personality systems and their combination; instruction is considered as a social system .

Furthermore, English is considered as the international language of the world today though it has lesser number of native speakers than the Chinese language. The English language has got more non native speakers than native ones. It is one of the six languages that have been recognized as the UN languages. Poser (2004) says:

When the UN surveyed its member nations as to which of the official languages they would prefer to receive correspondence in, 130 opted for English, 36 chose French and 19 Spanish. Not a single country preferred

Arabic, Chinese or Russian. Thus, from the above description, it can be said that English language has become the language that most of the people can understand. It is used in most of the sectors of our life.

Relating the importance of English, Manivannan (2006, P. 12) says, “It is the official language of air transport and shipping, the leading language of science, technology, computers, and commerce; and a measure medium of education, publishing and international negotiation.” Therefore, English has been a medium of existence for human being and has colonized relation from different aspects to the pedagogy as well.

The wider use of the English language made feel every human being needs to be educated in and exposed to the English language to communicate in international era. This is the main reason, English is known as a global language. It has wider coverage in the world, which is used to communicate with the people of various linguistic backgrounds. We know that it is used in almost all areas; For example, mass media, trade, international diplomacy and so forth. It has gained the prestigious in position language and literature. Therefore, the person who has sound knowledge of English can avail better opportunity in their, both, personal and professional life .

Furthermore, English is regarded as a bridge for the transmission of civilization and culture from one part of the world to another part of the world. Among various languages in the world, it is used as one of the language as lingua-franca, mother tongue and means of communication in the international level. Many books, magazines, periodicals are circulated throughout the world in the English language. The signboards play cards, advertisements and the names of the medicines are written in English. In this way, most of the significant resources in any country and of any discipline are found to be written or published in the English language.

To discuss furthermore, because of the English language, most of the world populations are multilingual. It helps to learn other languages of the world as well. People, who have sound knowledge of this language are supposed to get better opportunity in various fields. The knowledge of English helps an individual to explore to the better world. So, in order to get better opportunities it is better to be well exposed to the English language and culture. Harmer (2008) says:

By the end of 20th century English was already well on it's way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first language. (p. 415)

The English language has been taught as foreign language in Nepal and in many other countries. It has played the role of most indispensable vehicle to the transmission of modern civilization into the nation. It has been perceived as the world's mirror through which we can see and enjoy every corner of the world.

Furthermore, English is also used to establish diplomatic relationship with most of the countries in the world by some of the internationally recognized organizations like UN, EUROPEAN UNION, SAARC and WHO. The amazing fact about the English language is that the two-third part of the world literature is written in English. The importance of English in the present day world is found as to be increased and Nepal is not an exception to it. It has been perceived that one who has a good command in English can easily survive in any part of the world. On the other, teaching English has gained increased momentum with the growing trends in socio-political changes and globalization sweeping the universe at large. With the change in time and situation, the curricula have been designed with specific modified features to suit Nepalese needs.

Traditionally, it was believed that the only basic tool a language teacher needed was a sound knowledge of target language. The effects on the government school using target language have partially true; mostly the medium of instruction is both English and Nepali. However at present, it has been realized that the linguistics is not the only area in which language teacher should be trained. Having the knowledge of the words is not sufficient while teaching but also know the sound knowledge of structures cause to better effect in teaching. It helps to identify and use appropriate structures during speaking or writing. Hutchinson (as cited in Thornburg, 1999, p.14) says, “A sound knowledge of grammar is essential if pupils are going to use English creatively.” The knowledge of grammar is essential to the students as well as to the teachers of English.

Hence, the English language has become power bank of communication in the world. English learning has been necessarily for us not only to use for our interest but also to survive for the purpose. One can use it differently for ones purpose but the necessity of learning has been inevitable. Therefore, the effects of English as a medium of instruction in the government school is used to carry out the better use and facilitate the communication.

1.2 Statement of the Problem

English is one of the challenging subjects taken in government school. The effects are significance in most of the classroom context specially the government school students need to know about it. The way of delivering the subject matter through English as a medium of instruction in the classroom in government aided school sometimes may be erroneous or the effects of it in the school as a source of improvement.

To my understanding, English is the passport and excellent vehicle for the transmission of modern civilization in any part of the world. So, a sound knowledge of English means sound knowledge of its skills and aspects. It is quite essential that every second of every language class has been directed to

equip students with spelling and pronunciation and foster the English language. In the government school, the students are found sound English and mostly error is found in pronunciation. They really need good spelling and pronunciation.

Every language teacher therefore should be attentive to good pronunciation capacity of students. Teacher, himself, is a resource of pronunciation but should be effective resource person. Although there are many teaching materials but all of them are not applicable. Most of them depend on the situation and subject.

Therefore, English as a medium of instruction in government aided school effectively work in their future growth. Hence, this study finds out the perception of teachers towards English as medium of instruction in government aided school.

1.3 Objectives of the Study

The objectives of the study are as follows:

- a. To find out the teachers' perception about English as a medium of instruction in the government aided schools.
- b. To find out the current situation of using English language as medium of instruction in government aided schools.
- c. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study are as follows:

- a. What are the perceptions of teachers towards the English as medium of instruction?
- b. What are the possible challenges of using English as an medium of instruction in government aided school?

1.5 Significance of the Study

This study aims to reveal the perception of teachers towards English as a medium of instruction in government school. This study is specially focused on the effects of English as a medium of instruction on the students of government-aided school. It certainly arouses a new interest among experts, language practitioners, teachers, textbook writers, syllabus designers and even the university students who are going to pursue their carrier in teaching. It will offer another options for dealing with the challenges created by heterogeneous class of students in teaching in English. So, it will be significant for the teachers willing to use different techniques to teach the subject in English. This technique (teaching all subjects except Nepali in English) is supposed to benefit both the teacher and students by providing them opportunity to take advantage of each other's expertise and strength.

More particularly, it is significant to those teachers and students who are directly or indirectly involved in teaching/learning.

1.6 Delimitations of the Study

It was difficult to include a large area in this kind of small research because of limited time and resources. So the researcher was bound to limit the study within a selected area. This study has the following delimitations:

- a) This study included 40 lower secondary and secondary level teachers.
- b) The population of this study was limited only lower secondary and secondary level teachers .
- c) This study was based on 40 lower secondary and secondary teachers of Dhading District.
- d) This study was delimited to the data collected through questionnaire.
- e) It was delimited to the importance and efficacy of medium of instruction in teaching in government school.

1.7 Operational Definition of the Key Terms

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

Perception: It means a belief or opinion, often held by many people and based on how things seem.

Use: It means to put something such as a tool, skill or building to a particular purpose.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language teaching, effects of English as medium instruction to the government aided school.

2.1.1 Importance of English Language

Education is the strong weapon available for restricting the questions people ask, controlling what they think and ensuring that they get their thoughts from above. Similarly, English has been used to teach multi skills like as writing, reading and speaking. There are innumerable languages in the world; among them, English is one of the most influential languages in the world. Many different languages are in vogue in the present world. English is one of the richest languages on terms of the written literature, stock of vocabulary and its users.

Since, English is the most widely used official language of United Nations (UN) and a dominant language in all the areas of an academic studies, e.g. mass media, international diplomacy, science and technology, education, arts and commerce, it is spreading all the books and corners of the worlds day by day. Sthapit (1998) says “It is a principal language for international communication and gateway to the world body of knowledge” (as cited in Bhattarai, 2009, p. 2)

A person, who has good knowledge in English, will be known everywhere. The role of information technology has played a vital role in the field of politics, science, business, and mass media and so on. Therefore, realizing this fact English is taught as a core subject from grade four to bachelor's level in Nepal.

Thus, we can conclude the medium of instruction English in government school plays a significant role in developing student's capacity. In the further sections, the skills are essential to be discussed in relation to the effectiveness of English in government aided school.

Language is related to human phenomenon i.e. natural tendency for human being only. They produce certain kind of symbols on the basis of which they always transfer their thoughts, feelings, desires, emotions and beliefs. The Encyclopedia Britannica (2005) defines language as "a system of conventional, spoken or written symbols by means of which human beings as members of social group and participants in its cultural communicate." (vol. 6 p.14)

English is one of the most spoken language across the world, and it has been estimated of about 250-350n million non-native speakers which means that there are a huge number of people who converse and communicate in English even though it is not their own language or native tongue (Graddol, 2004 p.34).

English is popular all over the world. It is not only spoken in Britain and America but also in every corner of the world. Thus, it is an international language. It is widely accepted as the language of international communication as it is used by the UNO and SAARC countries. It is used to get worldwide knowledge in various fields like literature, academics, science and technology. The interest on the English language has been increased day by day. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given greater importance even in the education system of Nepal. In addition, it is used as an access language to libraries and as a means of instruction and evaluation at the higher levels of education.

When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language. The presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying, education has increased the role of English. All correspondences between offices in different countries and also between political leaders for various countries are in English. This linking factor also tells of the importance of English language. In spite of the growth of internet in various languages, English is the mainstay of the internet users. This is the language in which most of the information and websites are available.

2.1.2 Medium of Instruction

The term medium of instruction refers to the language used by teachers to teach their students in a classroom. Teaching the language or educational content 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. For example, English is used from the beginning of a course as the main language in class and the teacher adapts their methodology to support meaning.

The language researcher (Graddol, 2004, p.47) predicts that the global spread of English will lead to serious economic and political disadvantages in the future in the UK unless plans are put in place immediately to remedy the situation. Further, Graddol concludes that monolingual English graduates face a bleak economic future as qualified multilingual young people from other countries are providing to have a competitive advantage over their British counterparts in global companies and organizations.

2.1.3 English as a Medium of Instruction

Generally, English medium refers to the conducting teaching learning activities in English. Because of the global spread of English, several countries are starting teaching in English medium. Nepal had also started English medium several years ago through English medium private schools. To promote the English medium in Nepal, several English countries are helping to Nepal. The teaching program, which is running in English language, is English medium. Textbooks, materials, teaching-learning activities and other extra-curricular activities are also conducted in English. The students and teachers are doing communication in English. They exchange their views and attitudes in English medium in school time or in school periphery.

Shrestha (1983, p. 51) further argues: English has always been the medium of instruction in Nepal. It was the only medium until the fifties. It alternated with Nepali in the sixties and was completely replaced by Nepali in the seventies in the secondary education. In the higher education, English was unquestionable the medium of instruction until the sixties and alternated with Nepali in the seventies. It has continued to be the medium of instruction in the teaching of English as a subject. According to the medium criteria of EFL/ESL, thus we see that the status of English in Nepal is far from clear. It appears like it is going through a transition. In the secondary education, the transition from a second to a foreign language seems to have been complete where as in the higher education the transition is in its progress.

2.1.4 Use of English as Medium of Instruction

English is considered as a foreign language for the speakers of Nepali, it is taught as a schools subject. In earlier decade, the purpose of English in Nepal is to give students a foreign language competence that may be used to listening radio, to understand dialogue in the movies, to use language for communication.

In recent days, English has taken a new dimension in the higher education of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and colleges has begun as English mania today in Nepal. Because of it, students who read in Community schools are decreased and students in private English medium schools are increased. So, we can see some of the Community schools are nowadays started their instruction in English medium. The government policy is silent in this case. The government does not tell anything to its schools. But some of the schools are closed because of the lack of students. Though Community schools are run but they have very few amounts of students mainly from the poor family background. Mostly this happens in urban area. In the private schools and colleges today, Nepali is taught as a subject. Mainly, English is used as an instruction in three forms. English is used for instruction as mother tongue. English is used for instruction as a second language and English is used for instruction as a foreign language.

2.1.5 Language Skills

Skill means an ability to do something. In other words, it means having enough ability, experience and knowledge to do something well. Advanced Learner dictionary (2004) defines skill as an ability to produce solutions in some problem domain; it is an ability that has been acquired by training. Language can be used in its all modes and manners in which language is used are known as language skills. Here, skills mean to do something expertly and well. Listening, speaking, reading and writing are four language skills which have a great role in English language teaching.

A language is always recognized in terms of different skills. A skill means to do something expertly and well. There are two types of language skills i.e.

) Receptive skills: listening and reading

) Productive skills: speaking and writing

Listening, speaking, reading and writing are integrated not only while learning a language but also in real life situation .We understand the spoken language while listening and we understand the written language while reading and all language skills are co-related to each other. They play a dominant role in the field of teaching and learning the English language. They are in perfect harmony and they form an important chain. When one chain will abort the whole, system is affected.

In foreign language learning process, four skills, listening speaking reading and writing are emphasized. Harmer (2008, p. 16) says:

...we have said that our choice of language may depend upon the channel of communication. If we examine this concept more fully, we can identify language skills that native speakers and competent language users process. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio, or read books., In other words, they possess the four basic language skills of listening, speaking, reading and writing involve language production and are therefore often referred as receptive skill.

As the linguists have found out from different researches, a child starts acquiring the language from the early of his childhood in his natural environment and becomes adult in the field of language when he becomes five of six years of age. This learning is said to be the mother tongue i.e. first language of the child. At this period, he spends much time in hearing and speaking around his environment in different situations. He follows natural order of language skills i.e. listening-speaking-reading-writing. Skills are two types receptive and productive. Listening and reading are receptive skills and speaking and writing are called productive skills.

These four skills listening- speaking, reading and writing are specified skills by the specialists to the language systematically and property. Teaching English as foreign language, all the skills should be taught in an integrative way.

These four basic skills can be made clear in the following table.

Participants	Productive Skills	Receptive Skills	Participants
Speaker	Speaking	Listening	Listener
Writer	Writing	Reading	Reader

Traditionally, listening and reading skills were also taken as passive skills. And reading and writing were known as active skills. It is because the participants in productive skills are physically and mentally active whereas in listening and reading the participants only possess information cognitively.

2.1.6 English Language Teaching in Nepal

Language is wonderful possession of human being. It is recognized as the one of the greatest human achievements – more important than all physical tools invented in last two thousand years. The acquisition of language is unique to human being.

Jespersen (1954) says:

Language is frequently spoken of as a 'living organism' ; we hear of the ' life' of a language, of the 'birth' of new languages and of the 'death' of old languages and implication, though not always realized, is that a language is a living thing, something analogous to an animal or plant.
(p. 7)

So language cannot be defined in a single word. Language is not regarded as constant, it may be some loss and gain theory implied in language because it is

dominant by many factors such as social, cultural, economic, political, and so on.

The English language is a foreign language for Nepalese learners. In this way, we can say that learning English requires conscious and deliberate efforts from the part of the learners. Language is a widely used means of communication through which we share thoughts, feelings and emotions. The English language is learnt in order to communicate with large number of people. English is globally used in all over the world. So, it has been compulsorily taught from Grade one to Bachelors level in the government-aided schools and campuses of Nepal. It has been taught and learnt as a foreign language. Mainly in government –aided schools, English is a taught and learnt as a subject and others subjects are taught in Nepali medium. Due to the lack of enough exposure, teaching and learning English as a compulsory subject has not been much effective. People, who have sound knowledge of the English language are supposed to get better opportunity in various fields.

In the context of Nepal, the era of English begins from Rana regime and the Rana rulers, who placed Nepal under their feudal yoke for about 100 years until the beginning of the 2007, feared an educated public to explore to the education system. In 1854, Jang Bahadur engaged an English tutor to hold classes for his children in the Rana palace. This act tipped the balance in favor of English education and established its supremacy over the traditional type of Sanskrit-based education. In 1991 English education still carried a higher status and prestige than traditional education. He proposed a system of universal public primary education, using Nepali as the language of instruction, and opening Durbar High School to children who were not members of the Rana clan. Dev Shamsheer's policies were so unpopular that he was deposed within a few months. His call for reforms did not entirely disappear, however. A few Nepali-language primary schools in the Kathmandu Valley, the Hill Region, and the

Terai remained open, and the practice of admitting a few middle- and low-caste children to Durbar High School continued. (<https://en.wikipedia.org/wiki/Durbar-High-School>)

Since the Rana regime the scope of English is gradually continuing and come into existence. Before the regime of Rana, general Nepalese citizen could not get access to English education in Nepal. In Nepal, it has got popularity and its uses have been expanded in various fields. Recently, it has taught as a compulsory subject from grade one to bachelor level in government-aided schools, private schools and colleges.

2.2 Review of Related Empirical Literature

Few studies/research works have been carried out on English as a medium of instruction in the Department of English Education. These research works have focused on importance of English and benefits of English in the context of Nepal. The review of these research works has been presented as follows:-

Shrestha (1991) has carried out a research work on “A Comparative Study of the efficacy of Nepali and English as the Media of Instruction in Teaching English”. She says that medium of instruction plays vital role in learning language. Since it is very difficult and complicated to teach foreign language to the learners, it is necessary to provide appropriate method as well as medium of instruction. There is no single medium of instruction appropriate for teaching all the language aspects and skills. She concluded that English as the medium of instruction is significantly better in listening, speaking, reading, writing, vocabulary and functional English whereas Nepali as the medium of instruction is better in teaching grammar.

Bhandari (2000) in his M.Ed. Thesis entitled “ Effectiveness of Medium of Instruction in Teaching English in Teaching English preposition: Practical

study “ has concluded that the students taught through Nepali medium, performed nearly double than the students taught- through English medium. He further states that teaching English preposition through Nepali medium is far better than teaching through English medium and also suggests the teacher to-teach English prepositions through Nepali medium.

Khanal (2004) conducted an M. Ed thesis entitled “A Study on the Use of Nepali Language in English Classroom”. She states that the English teachers frequently use Nepali to explain something, to give instruction and to suggest the students. The Teachers of rural areas use more Nepali than the teachers teaching in urban areas. She concluded that moderate and judicious use of the learners’ mother tongue facilitates the learning and teaching of the target language but if we use mother tongue excessively in the English classroom, it hinders or creates obstacle in learning target language.

Arayal (2012) conducted a M.Ed. thesis entitled “Difficulties and Attitudes of Primary Level Teachers Regarding the Use of English as a Medium of instructions’ .He states that it was found that primary level teachers knew the global needs and importance of English language. They had positive response, so they are practicing to use it to bring and adjust the students in English environment. It concludes that all the teachers teach their respective subjects through English medium in public school.

Bist (2015) conducted an M.Ed. thesis entitled “Shifting the Medium of instruction in Nepalese Schools: An Attitudinal Study of ELT Practitioners”. He states that most of the government –aided schools are not well prepared to adopt EMI. He added that the study of the subjects like science, mathematics and computer science is more fruitful through English medium than through Nepali medium. Finally he concluded that good command of English language has facilitating role in higher education and in achieving attractive carriers.

Thapa (2012) in his M.Ed. thesis entitled “Teachers Perceptions Towards Using English as a Medium of Instruction in Community Schools” has concluded that English is the accurate medium of instruction. He further states that the government the government should start the English medium in all community schools but there should be appropriate training for teachers. He concluded that mostly those teachers who took their degree with majoring English in university level feel easy to teach in English but other teachers feel difficulty to teach their subjects in English.

All the aforementioned studies show either Nepali students’ mother tongue or English should be used as a medium of instruction for teaching English. But none tried to find out the perception and the use of EMI in government aided school. So, I wanted to focus out my study on the issue which is now considered as a burning one in the context of Nepal. In this sense, my research work is different from those of other mentioned above.

2.3 Implications of the Review for the Study

Different previous research works have been reviewed considered them as useful to the present research work. These research works have been carried out with different objectives, methodology and research question and in different situation. Various ideas are found after reviewing them about the effectiveness of English, teaching English as a medium, developing skills and ways practicing English as an instruction in the government school. The way of teaching through English is to facilitative in teaching and moving the children forward.

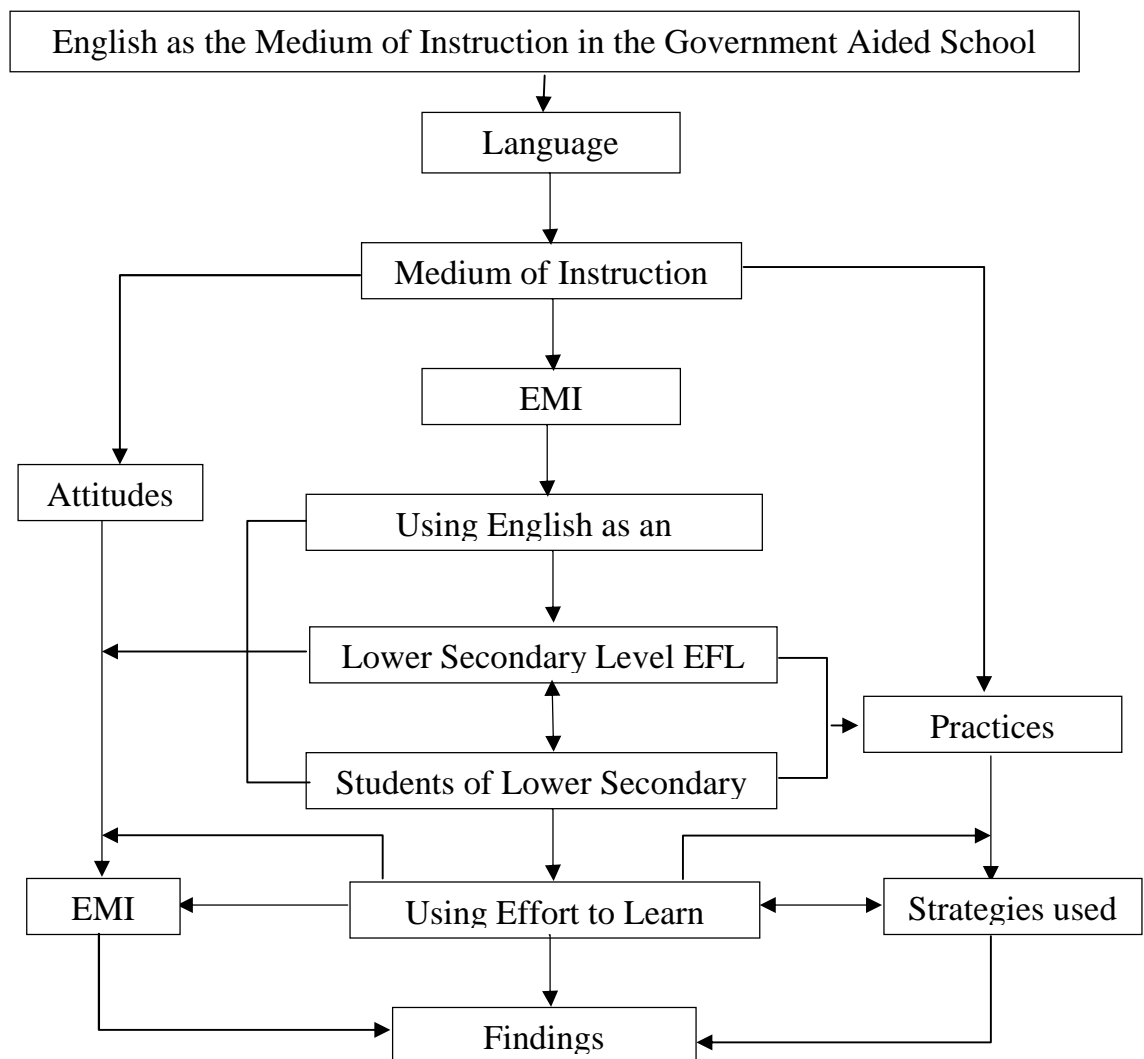
The given or doing research as above exemplifies how government aided school tried to overcome the problems from in course of teaching and learning. So after reviewing all those research work, I updated myself with research process and methodological tools which are very beneficial to my research

work. In order to conduct those research work the researchers had used survey research design, I get ideas on the process of it after reviewing those research work. As above researchers have used questionnaire as research tool of data collection, these works have direct implications to my research study because I will also use questionnaire for data collection.

Therefore after reviewing those research works, I updated myself with research process design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

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



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedure for data collection during the field study. I adopted the survey research as a research design. Regarding the methodology, population and sample of the study, sampling procedure, tools of data collection, analysis and interpretation procedure has been dealt.

3.1 Design and Methods of Study

Research is the scientific and academic discipline. It is a scientific, systematic and careful discovery or investigation of the study. This study is a survey research. Survey research is a technique for social science and educational research. Survey research is descriptive types of research. It is widely used for collecting data. According to Hutton (1990, as cited in Sapkota, 2012, p. 138) "Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured, questionnaire to a simple of individuals so, as to be representative of the defined population". The main aims of survey research is gathering the factual information, data on attitudes, performance, belief, and experience as well as it tries to study the large and small group population by selecting according to the research process.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010), triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research different types of data collection tools can be used e.g. to study behavior of the subject observation is an appropriate tools. In the same way, to find out the perception or population on certain issues questionnaire will be appropriate tools.

In this study, the researcher collected required data from the concerned authorities visiting on the fields. They were humbly requested to provide the

data naturally without any interruption. The collected raw data are analyzed and interpreted descriptively to derive findings.

3.2 Population, Sample and Sampling Strategy

The population of this study were all English language teachers who were teaching English at secondary level in four government aided schools in Dhading district, and their respective students. I was purposively select four secondary and lower secondary level schools and ten English language teachers from each schools of Dhading district.

3.3 Study Area/Field

The actual number of community based secondary and lower secondary schools of Dhading district were collected from District Education Office in Dhading.

3.4 Data Collection Techniques and Tools

The main tools for collecting required data in this research were questionnaire and classroom observation form, and diary note to take the response of the teacher. I used the questionnaire to collect their attitudes. Then I observed every teacher by close-ended and open-ended question. Finally I was collected their perspectives through questionnaires too.

3.5 Data Collection Procedure

To collect the data, I followed the following procedure:

- i) I prepared the observation form and questionnaire before going to selected field.
- ii) I visited the District Education Office in Dhading district and ask for the list of schools.
- iii) I selected the school and talked to concerned authorities about the purpose and process of my research.

- iv) Then, I visited the informants (English teachers) and built rapport with them, and asked for permission to observe his/her classes.
- v) I was distributed the questionnaires to the teacher and collect their perspectives and assumptions.
- vi) I extended my thanks to the teacher, students and school administration for their kind co-operation.
- vii) At last, I was analyze and interpreted the data and traced out some conclusions.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were presented, analyzed and interpreted descriptively and analytically.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This is the fourth chapter of this research study. It consists of presentation, analysis and interpretation of data that collected through classroom observation and questionnaire. The attitudes, views and perceptions of government aided school teachers are tabulated and analyzed from various angles and perspectives. The data have been categorized under the following headings:

-) Description of Perception and Views of Teachers on Government –aided School.
-) Analysis and Interpretation of the Questionnaire Response by Teachers
-) Percentage of the Teachers' Views and Perceptions
-) Student's Practicality in Using English in Classroom

4.1 Description of Perception and Views of Teachers on Government-Aided School

The school wise perceptions and views of the teachers have been presented separately as a form of narratives as per to the school based on interview as following.

4.1.1 Perception of Teachers Towards EMI

The individual analysis of the perception of teachers towards EMI can be analyzed as following sub headings.

4.1.1.1 Shree Kalidevi Higher Secondary School, Dhading [Pseudo Name]

The views and perceptions of teachers of this school have been presented below based on the following narratives regarding the use of EMI and the the techniques they used in their teaching:

Shyam Kumar Lama [Pseudo Name]

He feels positive towards teaching although he has three years of teaching experience. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So all the schools should start to teach in English medium. He uses most of the time English while he is teaching in the classroom. He prepares for teaching by consulting dictionary, references books, teachers guide, and many other materials. He stated that English is an international language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

Suresh Chalise

He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of the time, he speak English while teaching. Students cannot speak English fluently but they try to speak. He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start English medium because English is the immediate need of this stage. But he has not taken any training to teach his subject in English.

Mohan Paudel

He did not feel difficult to teach in English medium because he had taught already in English medium schools. He feels little bit difficult for students to understand the content and use more reference books and materials for better results. His school started English medium for addressing the demand of contemporary society and to provide quality education. The teacher need to follow the teacher book, reference book and other authentic materials to develop English as a medium of instruction.

Himsila Basyal

She uses different teaching materials to make clear content for the students while teaching in the classroom. When the school started English medium class it helps to make students well in English. The students also response they are getting benefit from English medium class. She state that all the government aided schools start English medium class. The government should provide training for the teachers to develop English as a medium of instruction.

Kamalikanta Katuwal

Initially he taught in Nepali medium schools so he feels some difficulties to teach in English medium school. He suggests that all the schools should start English medium classes to develop the quality of education. For this purpose the government should provide the trained full teachers and authentic materials all the government aided schools.

Ram Narayan Pandey

He states that English medium is the better to develop the student's knowledge than the Nepali medium. He encourages the students from different perspective to provide the clear concept of content through English medium. He uses the reference materials and other materials for preparation.

Govinda Hamal

He states the English medium is difficult to teach because some students cannot understand the content easily. He sometimes translates the content into English to Nepali to make understand the content.

Hari Shrestha

He feels easy to teach in English medium because it is a widely used and internationally accepted language. He teaches in the classroom by using teaching materials. His school started English medium for bringing different

teaching materials and other reference book. He opines that English is the appropriate medium of instruction. The government should start English medium by providing different qualified teacher and teaching materials.

Ganesh Simkhada

She feels difficulty to teach in English because Nepali is our mother tongue and is easier to make understand the content to the students. She prepares the teaching by consulting different books and other reference materials. She has suggested the government aided schools should start English medium class to improving the quality education.

Laxmi Khadka

She teaches account in secondary level. In the beginning she has taught in the Nepali medium school. So she feels difficult to teach in English medium because of language. She also prepares the teaching by consulting different books and other reference materials. She has suggested the government aided schools should start English medium class to improving the quality education.

4.1.1.2 Shree Janajyoti Secondary School-Dhading

The views and perceptions of teachers of this school have been presented below

Sagar Shrestha

He is teaching health to secondary level. He is a young boy of 15 years old. He opined that English is required for interaction to all the foreign people. He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of the time, he speak English while teaching. Students cannot speak English fluently but they are trying to speak. He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start

English medium because English is the immediate need of this stage. But he has not taken any training to teach his subject in English.

Nishan Parajuli

He is teaching population and English in secondary level in medium of English. His qualification is an M. Ed. He has passed three years in teaching in his life. He feels positive towards teaching. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So all the schools should start to teach in English medium. He uses most of the time English while he is teaching in the classroom. He prepares for teaching by consulting dictionary, references books, teachers guide, and many other materials. He stated that English is an international language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

Hari Shankar Mandal

He teaches English, population health at lower secondary and secondary level. She has the 15 years teaching experience and had started to teach in Nepali medium schools. Now she is teaching English medium school. She uses different teaching materials to make clear content for the students while teaching in the classroom. According to this teacher when the school started English medium class it helps to make students well in English. The students also respond they are getting benefit from English medium class. She states that all the government aided schools start English medium class. The government should provide training for the teachers to develop English as a medium of instruction.

Sanjaya Yadav

This teacher teaches English and social studies in this school. He has completed master degree in English. He didn't feel difficult to teach in English medium because he had taught already in English medium schools. According to teacher 3, there is a little bit difficult for students to understand the content and use more reference books and materials for better results. He states that his school started English medium for addressing the demand of contemporary society and to provide quality education. Beside this, to control the flow of students towards boarding school also schools have started English medium. The teacher should follow the teacher book, reference book and other authentic materials to develop English as a medium of instruction.

Suraj Adhikari

This teacher is teaching science in secondary level school. He had 4 year teaching experience. In the beginning he was taught in Nepali medium schools so he feel some difficulties to teach in English medium school. He also suggests all the schools should start English medium classes to develop the quality of education. For this purpose the government should provide the trained full teachers and authentic materials all the government aided schools.

Ganesh Rijal

He teaches science in lower secondary level. He passed B. Ed. In education science. He has a 9th year teaching experience. He states that English medium is the better to develop the students knowledge than the Nepali medium. He encourage the students from different perspective to provide the clear concept of content through English medium. He uses the reference materials and other materials for preparation.

Sunita Shrestha

She is teaching math in secondary level. She passed master degree. She spent 3 years in teaching. She states the English medium is difficult to teach because some students cannot understand the content easily. She sometimes translates the content into English to Nepali to make understand the content.

Surendra B.K.

He is teaching social studies in the lower secondary level and primary level. He spent 10 years in teaching. He had passed bachelor in English. She feels easy to teach in English medium because it is a famous and internationally accepted language. He teaches in the classroom by using teaching materials. His school started English medium for bringing different teaching materials and other reference book. He opines that English is the appropriate medium of instruction. The government should start English medium by providing different qualified teacher and teaching materials.

Laxmi Shrestha

She teaches economics in the secondary level. She has a 10 years teaching experience. She has completed master degree in economics. In the beginning she has started her teaching from the Nepali medium school. Now, she is teaching in English medium school. She feels difficulty to teach in English because Nepali is our mother tongue and will be easier to make understand content to the students. She also prepares the teaching by consulting different books and other reference materials. She has suggested the government aided schools should start English medium class to improving the quality education.

Sanjita Luitel

She is teaching account in secondary level. She has a 5th year teaching experience of teaching. He has passed master degree. In the beginning he has taught in the Nepali medium school. So he feels difficult to teach in English

medium because of language. he also prepares the teaching by consulting different books and other reference materials. he has suggested the government aided schools should start English medium class to improving the quality education.

4.1.1.3 Shree Bhagwati Higher Secondary School -Dhading

The views and perception of this people have been discussed below:

Surya Sitaula

He is teaching environment science in lower secondary level. He had passed bachelor degree. He had nearly 10 year of teaching experience. In the initial phase of his teaching, he used to teach population and environment science in Nepali medium. But now he is teaching these subjects in English medium. He stated that he is interested to teach in English medium in the present situation. He also said that the students can speak English if we involved them into the English Environment. He used to difference teaching materials while teaching in the classroom.

Asmita Devkota

He is teaching math in secondary level. She has 5 years teaching experience of teaching in the government aided school. She present that English medium is the better than other medium because of global spread. Students cannot understand the content properly but they are highly benefited through the English medium. She opined that English medium is the accurate medium of instruction so the government should start English medium with proper attention.

Sanil K.C.

He is teaching science in secondary and lower-secondary level. He had passed three years in teaching learning activities. He feels easy to teach science in English medium rather than Nepali because most of the terms of science are

related with Nepali and English. Likewise his school started English medium because of the global spread of the language and force of the parents. He sometimes uses the Nepali while teaching because students did not understand if he totally used the English. He also prepares the teaching by consulting the different materials in home. According to him, this is not the proper medium of instruction.

Binod Acharya

He is teaching social studies in the secondary and lower secondary level. He had passed B. A. and B. Ed. He has 15 years of teaching experience. He opined positive towards the teaching. His school started English medium with knowing the importance of the English language. He feels easy to teach in Nepali rather than English. To make students understand the content, he uses various examples, materials and different techniques. He has not taken any training to teach his subject in English medium. In this way, he states that this is the appropriate medium of instruction. The government should implement it because if students want to get higher education and want to go abroad they need English.

Rajan Khatiwada

He is teaching science in the secondary level. He spent five years in the teaching field. He opined that he felt easy to teach in English medium. Some students understand the content easily but most of the students could not understand. His school has stated English medium for quality of education. All the time, he did not use the English while he is teaching. Students get benefit through his medium of instruction. He prepares lesson plan for teaching. The government should start English medium because it is the international language.

Sujal Shrestha

He teaches science in lower secondary level. He passed B. Ed. In education science. He has a 9th year teaching experience. He states that English medium is the better to develop the student's knowledge than the Nepali medium. He encourages the students from different perspective to provide the clear concept of content through English medium. He uses the reference materials and other materials for preparation.

Sushank Koirala

He teaches HPE in lower secondary level. She passed B. Ed. In education. He has a 15 year teaching experience. She states that English medium is the better to develop the students knowledge than the Nepali medium. She encourage the students from different perspective to provide the clear concept of content through English medium. She uses the reference materials and other materials for preparation.

Prachand Aryal

He is teaching social studies in the secondary level and primary level. She spent 10 years in teaching. She had passed bachelor in English. She feels easy to teach in English medium because it is a famous and internationally accepted language. She teaches in the classroom by using teaching materials. Hir school started English medium for bringing different teaching materials and other reference book. She opines that English is the appropriate medium of instruction. The government should start English medium by providing different qualified teacher and teaching materials.

Baburam Bhandari

He teaches economics in the secondary level. He has a 15 years teaching experience. He has completed master degree in economics. In the beginning he has started his teaching from the Nepali medium school. Now, he is teaching in

English medium school. He feels difficulty to teach in English because Nepali is our mother tongue and will be easier to make understand content to the students. He also prepares the teaching by consulting different books and other reference materials. He has suggested the government aided schools should start English medium class to improving the quality of education.

Kamal Aryal

He is teaching account and civic in secondary and lower secondary level. She has a 5th year teaching experience of teaching. She has passed master degree. In the beginning she has taught in the Nepali medium school. So she feels difficult to teach in English medium because of language. She also prepares the teaching by consulting different books and other reference materials. She has suggested the government aided schools should start English medium class to improving the quality education.

4.1.1.4 Shree Pashupati Secondary School Dhadingbesi-Dhading

The views and perception of the people have been presented below:

Sanjaya Kumar Yadav

He is teaching population and English in secondary level in medium of English. His qualification is an M. Ed. He has passed three years in teaching in his life. He feels positive towards teaching. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So all the schools should start to teach in English medium. He uses most of the time English while he is teaching in the classroom. He prepares for teaching by consulting dictionary, references books, teachers guide, and many other materials. He stated that English is an international

language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

Sushil Kshetri

He is teaching health to secondary level. He is a young boy of 15 years old. He opined that English is required for interaction to all the foreign people. He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of the time, he speak English while teaching. Students cannot speak English fluently but they are trying to speak. He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start English medium because English is the immediate need of this stage. But he has not taken any training to teach his subject in English.

Amba Datta Joshi

He teaches English and social studies in this school. He has completed master degree in English. He didn't feel difficult to teach in English medium because he had taught already in English medium schools. According to teacher 3, there is a little bit difficult for students to understand the content and use more reference books and materials for better results. He states that his school started English medium for addressing the demand of contemporary society and to provide quality education. Beside this, to control the flow of students towards boarding school also schools have started English medium. The teacher should follow the teacher book, reference book and other authentic materials to develop English as a medium of instruction.

Keshav Lamichhane

He teaches English, population health at lower secondary and secondary level. She has the 15 years teaching experience and had started to teach `in Nepali

medium schools. Now she is teaching English medium school. She use different teaching materials to make clear content for the students while teaching in the classroom. According to this teacher when the school started English medium class it helps to make students well in English. The students also response they are getting benefit from English medium class. She state that all the government aided schools start English medium class. The government should provide training for the teachers to develop English as a medium of instruction.

Ananda Maharjan

He is teaching science in secondary level school. He had 10 year teaching experience. In the beginning he was taught in Nepali medium schools so he feel some difficulties to teach in English medium school. He also suggest all the schools should start English medium classes to develop the quality of education. For this purpose the government should provide the trained full teachers and authentic materials all the government aided schools.

Chandra Rai

He teaches science in lower secondary level. He passed B. Ed. In education science. He has a 7th year teaching experience. He states that English medium is the better to develop the students knowledge than the Nepali medium. He encourage the students from different perspective to provide the clear concept of content through English medium. He uses the reference materials and other materials for preparation.

Shanti Acharya

She is teaching math in secondary level. She passed master degree. She spent 4 years in teaching. She states the English medium is difficult to teach because

some students cannot understand the content easily. She sometimes translate the content into English to Nepali to make understand the content.

Hikmat Rawal

He is teaching social studies in the lower secondary level and primary level. He spent 15 years in teaching. He had passed bachelor in English. She feels easy to teach in English medium because it is a famous and internationally accepted language. He teaches in the classroom by using teaching materials. His school started English medium for bringing different teaching materials and other reference book. He opines that English is the appropriate medium of instruction. The government should start English medium by providing different qualified teacher and teaching materials.

Sujan Adhikari

He teaches economics in the secondary level. She has a 8 years teaching experience. She has completed master degree in economics. In the beginning she has started her teaching from the Nepali medium school. Now, she is teaching in English medium school. She feels difficulty to teach in English because Nepali is our mother tongue and will be easier to make understand content to the students. She also prepares the teaching by consulting different books and other reference materials. She has suggested the government aided schools should start English medium class to improving the quality education.

Anmol K.C.

She is teaching account in secondary level. She has a 3 year teaching experience of teaching. She has passed master degree. In the beginning she has taught in the Nepali medium school. So she feels difficult to teach in English medium because of language. She also prepares the teaching by consulting different books and other reference materials. She has suggested the

government aided schools should start English medium class to improving the quality education.

4.1.2 Analysis of the Perception as EMI

The analysis of the perceptions above can be analyzed in the following sub headings.

4.1.2.1 Teachers Perception and Use of English in Government School

The percentage of teacher's perception and use of English in government school have been tabulated in the following table.

Table No. 1

Teachers Perception and Use of English in Government School

Strongly disagree	Agree	Strongly agree
10%	25%	65%

The above table shows that 10% teachers did not believe on the English as the medium of instruction. Similarly 25% teachers out of 100% were agreed on both English instruction partly good and partly confused while teaching learning in the classroom. Majority of the teachers of the 65% teachers out of 100% were strongly agreed on English as the medium of instruction in government aided school. The result shows that English as a medium of instruction make meaningful learning in government aided school.

Similarly question no.1 ask "How do you perceive the use of the English the as a medium of instruction in government school?" In this section, most of the teachers said that all the government aided school should use English as a medium of instruction because it is important and global language but the government should provide the teacher training and other teaching materials for the government school.

4.1.2.2 Teacher Reflection on Using English in the Classroom

In this section, the teachers have multiple perceptions on using English in the classroom. The reflection is presented in the following table:

Table No. 2

Teacher Reflection on Using English in the Classroom

Strongly agree	Agree	Strongly disagree	Disagree
70%	20%	5%	5%

The above table shows that 70% teachers out of 100% are strongly agree in using English in the classroom. Similarly 20% teachers out of 100% are agree in using English in the government aided school, 5% out of 100% strongly disagree and other 5% teachers out of 100% are disagree in using English in the classroom respectively. The result shows that the teacher's views towards the using English are very positive rather than it.

Similarly the subjective questions ask "Do you believe English as an instruction in school it brought changes in teaching and learning?" Most of the teacher said that they believed English as an instruction in school brought change in teaching because it is an interested of students and their parents also. Similarly it helps to develop the student's reading, writing and speaking ability.

4.1.2.3 Teacher Always Follow in English as a Medium of Instruction in the Classroom

In this section, I was found that the teacher who followed the English as a medium in the classroom. It can be presented in the following table.

Table No. 3

English as a Medium of Instruction in the Classroom

Strongly agree	Agree	Strongly disagree	Disagree
65%	25%	5%	5%

The above table shows that 65% teachers out of 100% strongly agree in using English, a medium of instruction in the classroom. Similarly 20% teachers out of 100% were agree in teacher follow the English as a medium of instruction in the government aided school, 5% out of 100% strongly disagree and other 5% teachers out of 100% were disagree in teacher should follow the English in the classroom respectively. The result shows that most of the teachers are positive to follow in English as a medium of instruction in the classroom.

Similarly the subjective questions ask "Do you feel confident or hesitation to use it in government school in your class express your opinion? Most of the teacher said that we felt some hesitation in the beginning but now we are feeling confident to use English as a medium of instruction in the government school.

4.1.2.4 English as an Instruction in Government School: Enabling to Speak and Write

In this section, it was found that English as an instruction to makes students able to speak in the classroom. The response of the teachers can be presented in the following table:

Table No. 4
English as an Instruction in Government School makes Students
Able to Speak and Write

Strongly agree	Agree	Strongly disagree	Disagree
70%	20	5%	5%

From the above table 70% teachers out of 100% were strongly agree an instruction in government school makes students able to speak and write. Similarly 20% out of 100% were agree, 5% out of 100% were strongly disagree and 5% out of 100% were disagree English as an instruction in government school to make students able to write and speak.

Similarly the question was asked "How do you manage your teaching with practical value in your class? Most of the teachers said that we manage our

teaching with practical value to involve the students in the group work, pair work, etc.

4.1.2.5 The Use of English has Effect in the Classroom

In this section, it was found that the use of English has effect for the teacher in the classroom. The response of the teacher can be presented in the following table.

Table No. 5

The Use of English has Effect in the Classroom

Strongly agree	Agree	Strongly disagree	Disagree
65%	20	5%	10%

From the above table, 65% teachers out of 100% were strongly agreed in use of English has effect for the teacher in government school. Similarly 20% out of 100% were agree, 5% were strongly disagreed and 10% teacher out of 100% were disagreed in case of use of English has effect for the teacher in government school.

Similarly the question was asked "Is it possible to simply all the concepts using EMI to teach?" the response of most of teachers was most of that it might be possible in many cases but some cases we can use Nepali language to make the clear concept of the content to the students in the classroom.

4.1.2.6 Government School Teacher's Using Language in the Classroom

The role of the government school teachers in the teaching can be different in different language in the classroom. It can be presented in the following table:

Table No. 6

Government School Teacher's Using Language in the Classroom

Mother Tongue use	Only English	Both English and Nepali	Remarks
15%	45%	40%	

The given table shows that 45% teachers out of 100% were using English as a medium of instruction and 40% teachers out of 100% were using both Nepali and English while teaching in the classroom. Similarly 15% teachers out of 100% were use mother tongue while teaching in the classroom. It shows that using instruction while teaching in the classroom has both English and Nepali which seems still the government has in the same process what it adopted before.

Similarly the question no. 6 was asked "What are the possible challenges of using English as an instruction in government aided school? The response of most of the teachers was that it is challenges for the students from different ethnic background, they use their mother tongued in the classroom, they feel difficult to understand English language in the beginning etc.

4.1.2.7 Teacher's Role in Government School

The role of teachers in government school seen more positive and content oriented. It can be further analyzed in the following below.

Table No. 7

Teacher's Role in Government School

Excellent	Good	Average	Weak
55%	35%	7%	3%

The above table shows that 55% teachers out of 100% were deserved the best quality in the classroom out of 100% teachers. Similarly 35% teachers have good quality, 7% teachers are average and 3% teachers were weak in the performance in the classroom out of 100% teachers.

Similarly the question no. 7 was asked "Do you think there are any advantages of using English as medium of instruction? The response of most of the teachers were that the students can develop their three language skills, they can use email internet in their study also.

4.1.2.8 Student's Understanding in Use of English in Government School

In this analysis, the government school students have varieties of experience in using English as an instruction. The response of the teachers are presented in the following table.

Table No. 8

Student Understanding in Use of English in Government School

Good	Average	Weak	Remarks
75%	18%	7%	

The above table shows that 7% students out of 100% speak English as a medium of instruction but it can't be effective learning skills because they are habituated in their own mother tongue. Similarly 18% students have expected on both English instruction boost in learning and partly confuse and hard to understand in learning. Majority of the students 75% out of 100% were on the favor medium of English instruction in government aided school that builds them confidential. The result shows that English use in government aided school as an instruction made students brought high motives in learning.

4.1.2.9 Use of English as a Medium

The opinions of the Teachers towards English as a medium of instruction can be observed in the following table.

Table No. 9

Percentage of Teachers Involved in Teaching Field

Positive	Negative
85%	15%

Among them, the teachers who are positive towards English medium they are positive in the following aspect

-) English is the global and internationally used language.
-) English is the current need of this century.
-) English is the sign of strongest personality.
-) Parents are demanding education in English medium

4.2 Summary of the Findings

The following are the major findings of the study.

- i) The conclusion of this study is, found that most of the teachers (80%) teacher are positive towards English medium. However they have not got training to each other subject in English medium. So there should be provided training for that teacher and the teaching aids and materials related to the English medium by the government.
- ii) Mainly primary and lower secondary level teacher felt difficulty to teach English medium in the beginning. So, senior teacher and school administration should help them in teaching.
- iii) Most of the teachers were found using different methods in teaching themselves.
- iv) Student gets benefit through English medium although they felt difficulty to understand the content. So, the students should encouraged and motivated towards English. The text book also should be prepared in simple language that help the student to understand the content.
- v) It was found that English as a medium of instruction in government aided school it extends better learning and teaching in the classroom. So that the government should manage the physical infrastructure and teaching aids and materials as well.

- vi) All the school should take the permission from Ministry of Education to un English as a medium of instruction.
- vii) The government and other concern authority related to school should improve the quality of education in English medium.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter begins with my findings on the basis of themes. Then, the chapter presents recommendations as per the findings of theme.

5.1 Conclusion

This thesis consists of five chapters. The first chapter is introductory in nature. It includes general background of the study, statement of the problem, rationale of the study, research questions, significance of the study, delimitations of the study and operational definition of the key term.

Similarly, the second chapter deals with the review of related literature, implications of the review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data connection procedures and data analysis and interpretation procedures.

After that, the fourth chapter deals with results discussion/interpretation of the collected data. The major findings had been presented after completion of analysis of the data.

The last chapter with summary, conclusions, pedagogical implications in policy level, practice level and further research followed by references and appendices.

5.2 Recommendation

On the basis of the finding of my research, I have made the following pedagogical implication for the policy level, practice level and further research.

5.2.1 Policy Level

The following are the policy level recommendations.

-) The government should provide the teacher training and other teaching materials to develop the English as the medium of instruction.
-) Policy makers and curriculum planner should analyze the needs and interest of the learners. They should be careful about the learner's understanding level while using the language in the classroom.
-) Curriculum designer and coerce designer should develop the related ideas about the English as the medium of instruction while design the curriculum, course book and related materials.
-) School management committee should employ the teacher who has good language.

5.3.2 Practice Level

The following are the practice level recommendations.

-) Language teachers should frequently repeat the difficult words and complex sentences; as a result students do not get confused in guessing meaning.
-) Language teachers should elaborate the content in a simple language.
-) The language teachers should presented the literary text from pedagogical point of view to develop the English as the medium of instruction.
-) Teachers should use many question through English medium in the classroom, that keep the learners alert to the content.

-) Teachers should create such an environment where all the participations have opportunities to interaction to develop the English as the medium of instruction. .

5.2.3 Further Research Level

In further research level, this research study can be implied for the following purposes:

-) The other research can be carried out on validity of English as the medium of instruction in government school.
-) Attitudes of teachers and students English as the medium of instruction
-) To carry out a similar research focusing on one specific aspect of English as the medium of instruction.

References

- Arayal, K. (2012). *Difficulties and attitudes of primary level teachers regarding the use of English as a medium of instructions*. An unpublished M. Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Best, J.W. & Kahn, J.V.(2006). *Research in education*. New Jerco: Prentice Hall.
- Bist, S. (2015). *Shifting the medium of instruction in Nepalese schools: An attitudinal study of ELT practitioners*. An unpublished M. Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Cohen et al. (2007). *Research methods in education*. New York: Routledge.
- Cross, D. (1992). *A practical handbook of language teaching*. London: Prentice Hall.
- Dawadi, S. (2006). "Teaching English through English in Nepalese context." *Journal of NELTA*, 11, 1-2.
- Donald, S. (1976). *The management of instruction* as retrieved from (www.personal.psu.edu/kej/aplngs587/readings/week02_knowledgebase/freeman_johnson_1998.pdf.)
- Encyclopedia Britannica* (2005).
- Graddol, D. (2004). *The future of language* .London: The British Council.
- Harmer, J. (2008). *The practice of English language teaching*. London: PEARSON Longman.
- Jespersion, O. (1954). *Language, its nature, development and origin*. London: Collier Macmillan.
- Johnson, R.K. (1967). *Overview of curriculum process and product* (as retrieved from www.pdx.edulsites/www.pdx.edu.coelfile/overview.pdf)

- Kumar, R. (2006). *Research methodology*. India: Pearson Education.
- Manivannan, G. (2006). *Importance of the English languages*. Retrieved November 14, 2009, from <http://www.usingEnglish.com/articles/importance-English-languages.html>.
- Ojha, L.P. & Bhandari, M .B. (2013). *Research methodology in language education*. Kathmandu: Intellectuals Book Palace.
- Oxford advanced learner dictionary* (2005).
- Pandey, G. P. (2004). *Effectiveness of language games in teaching grammar: A practical study*. An unpublished M. Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Poser, M. (2004). *The real status of official language in the UN*. (as retrieved from www.antimoon.com/forum/t16359.htm.)
- Sapkota, S. (2004). *A study on the language used e-mail and text in e-mail and text messaging SMS*. An unpublished M. Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Thapa, L. (2012). *Teachers perceptions towards using English as a medium of instruction in community schools*. An unpublished M. Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Thornbury, S. (1999). *How to teach grammar*. England: Pearson Education Limited.
- Uprety, N. (1998). "Mother tongue education." *Journal of NELTA*, 3,1-2.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. London: CUP.

Appendix – I
Questionnaire for teachers.

Dear sir/ madam

I am a thesis student of masters' levels in English education. I have been undertaking a research on **English as a Medium Instruction (EMI) in the Government Aided School: Perception and the Use** under the supervision of **Mr. Ashok Sapkota**, Lecturer of the department of English education, T.U., Kirtipur.

You are kindly requested to put your responses on the questions included in this set of questionnaire. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be confidentially used for the prospective of this study anonymously.

Researcher

Roshan Dhakal

Department of English Education

T.U., Kirtipur

Name of the Respondent:

Name of the school:

Teaching Experience:

Qualification:

Please go through the questions and show your responses that you favor most.

A. Circle the best options of your choice.

1. I am completely dependent on English medium to do the best in teaching.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

2. I would like to present myself as the context sensitive and autonomous teacher in my classroom due to the use of English.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
3. In my teaching, mostly I reflect and think for the better option for effective teaching in English.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
4. I always follow English in classroom as an instruction.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
5. I am fully aware with the use of English every day.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
6. My students heavily use my pedagogical knowledge in my ELT classroom.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
7. The situation of using English my teaching class makes me feel comfortable and reflective.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree
8. I always try to improve my teaching by using maximum use of English in the classroom.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

9. The use of English as an instruction in government school makes students able to speak and write.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

10. The use of English has effect in my teaching as well in my colleagues.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

11. The role of teacher and students has changed in the use of innovative practices due to English.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

12. I think medium of instruction of English is most beneficial for government school for them well in subject.
 - a. Strongly agree
 - b. agree
 - c. strongly disagree
 - d. disagree

B. You are kindly requested to present your opinions on response to following items:

1. How do you perceive the use of the English as a medium of instruction in government school?

2. Do you believe that English as an instruction in school it brought changes in teaching and learning? If yes, how?

3. Do you feel confident or hesitation to use it in government school in your class? Express your opinions.

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

4. How do you manage your teaching with practical value and use of EMI in your class effectively? How do you do?

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

5. Is it possible to simply all the concepts using EMI to teach? Express your ideas.

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

6. What are the possible challenges of using English as an instruction in government aided school? Please share your experience.

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

7. Do you think are there any advantages of using English as medium of instruction. Please mention.

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

8. Would you like the innovative/successful stories to the teachers in using medium of instruction English in the government aided school? Would you share it.

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

Thanks for your kind participation.