

CHAPTER I

INTRODUCTION

The present study is on “Challenges and Practices of Implementing English as Medium of Instruction in a Community School”. This section consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

English language has become a global language. In present, English language has become very important and preference over several other languages around the globe. It has become the language of commerce, science and information technology. In this context, Crystal (1990, p.7) writes, “Textbooks on English these days regularly rehearse the litany of its achievements. It is the main language of the world’s book newspaper and advertising”. This adds the much importance of English language. So, English as a Medium of Instruction (EMI) has increasingly become a universal demand and Nepalese public schools are obliged to adopt EMI according to the guardians’ desire. As EMI has a high demand and many schools are using EMI in public school, there are many challenges to adopt it. English as a medium of instruction creates problem to in the classroom in one hand and many schools are in confusion about how to practice EMI on the other hand.

Educational institutions have been motivated to adopt EMI to achieve global recognition (Coleman, 2006). English as a medium of instruction in secondary school of Nepal has become the challenge and opportunity at the same time. Since Nepal is the multilingual country EMI may provide assist to the learners to the wide range of published in English and at the same time prepared them to be competitive candidate in the global market.

Similarly, Sah (2020) defines EMI as an “instructional model of teaching non-English academic subjects through the medium of English in educational settings where English is not the mother tongue of most students, which aims to facilitate content knowledge and English skills. Likewise, Coleman (2011) argues that English

plays a vital role in “increasingly employability, facilitating international mobility (migration, tourism, studying abroad,) unlocking development opportunity and accessing critical information and acting as an impartial language”. Hence there is no doubt that EMI is directly or indirectly associated with socio economic realities that English is needed mainly for global employment and higher studied. By highlighting the role of EMI, Sah (2020) argued that “EMI is ideologically perceived as means of acquiring the linguistic capital, often believed in providing access to the global economy and therefore a liberating tool for socio economically minorities groups.

Nepal, one of the developing countries, which has not yet been able to sustain a single policy with full effect implementing EMI in public schools. EMI is always a challenging task. When it comes to the places where English serves a very limited purpose, it becomes more crucial and pain tasking to teach and learn. English as a medium because of a market driven demand of the community. As the private schools have been adopting EMI, there is great pressure to the public schools to adopt it. So, some of the public schools have been practicing EMI and others are planning towards EMI in context of Nepal.

Statement of the Problem

Nepal is a multi-lingual, multi-cultural country, there will be many problems for both learners and teaches due to L1 interference. EMI is believed to be more active, creative, and motivating than the traditional learning strategies that have been used for the long time. However, there are several things to consider in the perception, practice and role of teachers to use EMI in classroom. There are many researches which are carried out in finding out the problems of teaching different genres of literature in different levels. Similarly, we find many researches in the methodology part of English language teaching in the department of English Education. However, the English as medium of instruction has been practiced by many schools around the country, the practices they have adopted and the challenges they have faced have not been studied. Therefore, it is essential to identify how EMI has been practiced and what challenges the teachers have been facing in adopting EMI in secondary level of public school. The research will address the issue of adopting EMI effectively and recommend the ways to solve the challenges faced in implementing EMI.

Objectives of the Study

This study had the following objectives:

- to identify the practices of implementing English as medium of instruction in secondary level,
- to find out the challenges faced by the teacher implementing EMI and
- To suggest some pedagogical implications.

Research Questions

The following research questions were formulated to guide the study:

- What are the practices of implementing EMI?
- What are the challenges faced by school administration to implement EMI?
- What are the challenges faced by teachers in implementing EMI?
- What are the challenges faced by students in implementing EMI?
- What can be the best ways to implement EMI effectively in public schools?

Significance of the Study

Each and every research has its significance. As this research is concerned to identify the practices and challenges of EMI at community secondary level school, it will be significant to the policy makers, teachers, students, scholars and ELT researchers. It will provide a picture of use of EMI in context of public school which can be feedback to the policy makers of education system of Nepal. Secondly, it provides a guideline to the teachers to plan their activities in adopting EMI. Similarly, to the scholars it may be the issue of further study. Likewise, the ELT researchers can raise this issue seriously in their further studies. Solely, it generates the discussion on how to address the challenges which occurred in the process of implementing EMI in public schools.

Delimitations of the Study

This study was limited within the following areas:

- The study was limited to the 30 secondary level teachers of different community schools.

- The study was limited to the 30 community schools of the Kathmandu Valley where EMI has been practiced.
- The study was limited to the practices of EMI at secondary level community school.
- It was limited to the challenges faced by the school administration, subject teachers and students in implementing EMI.
- It was limited to the further ways to implement EMI effectively in community schools.

Definition of the Key Terms

Challenges	– Challenges related to the educational system, school administration, teachers and students and parents which occurred in implementing English as medium of instruction
English	– It is the language of England, use in many varieties throughout the world
Learner	– secondary level students of community schools of the Kathmandu Valley
Practices	– the ways and techniques applied to implement English as medium of instruction in community school of the Kathmandu Valley
Teachers	– the teachers who teach through EMI in community schools of the Kathmandu Valley
Teaching	– Teaching through EMI to the students of community schools
Teachers	– The teachers who are teaching through EMI in the community schools of the Kathmandu Valley

CHAPTER II

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of chapter consists of the review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

Review of Theoretical Literature

In this chapter different theories that are related to this study are discussed. This theoretical framework facilitates the study by providing theoretical backup.

Language Policy and Practice in Educational System in Nepal

In Nepal, currently three language-based policy has been adopted (CDC, 2018). In elementary level (below grade 5), mother tongue-based education system is implemented where ever it is applicable. Secondly, Nepali language is referred as the medium of instruction and the most of the public schools and colleges have been applying Nepali as medium of instruction. Thirdly, English is also referred as the medium of instruction in the curriculum from elementary level to tertiary level and all of the private schools and some of the public schools have been adopting English as medium of instruction. In Nepal, English language is taught as compulsory subject from elementary level to tertiary level. Previously, it was taught as compulsory subject from grade 4 to university level. But from 2061 B.S. it is taught as compulsory subject from grade 1. From grade 11 there is provision of teaching language as one of the most important optional areas of study (CDC, 2020). In school level, the questions are asked in both Nepali and English language and the students are allowed to write in any of the language or in both medium. Similarly, in university level most of the subjects have their curriculum in English language. The questions of all faculties except language subjects are asked in English language. In this context, English language has been given very much focus as the medium of instruction.

Mother Tongues and Nepali as a Medium of Instructions

Some of the schools have adopted mother tongue based educational system in Nepal according to the National Education Policy. Some of them found it effective to make the students clear about the subject matter they teach. On the other hand, the parents do not find the utility of mother tongue in searching job in National or International markets. The mother tongue is also not useful for getting higher education. Anyway, as Nepal is multilingual country, mother tongue-based education system is in practice. Especially, this type of education is adopted in Madhesh province of Nepal.

Nepali language is spoken by nearly 44% of the people in Nepal (NBS, 2022). So that, this language is the main medium of communication among Nepalese from different linguistic backgrounds. It is like lingua franca for the most of the people who have different mother tongues. So that, Nepali language is the main official language all around Nepal. The education system is highly depending on Nepali language as medium of instruction in Nepal. The current situation of Nepal cannot discard the provision of Nepali as medium of Instruction in education system. Therefore, NCF (2018) provisioned that social studies of school level must be taught in Nepali language.

English as Medium of Instruction

English language has been taught in Nepal since Junga Bahadur Rana, the then Prime Minister of Nepal, has established Durbar High School, the first school of Nepal in 1910 B.S. It has been taught as compulsory subject from elementary level to tertiary level in Nepal. But when the private schools of Nepal have adopted EMI, the demand and desire of EMI rapidly increased in the parents. The people started thinking giving school education to the children through EMI as quality education, though it is not the true case. As a result, in the city areas the most of the parents started to admit their children in private schools and the public students lack the sufficient number of students. It obliged the public schools to revise their medium of instruction by transforming from Nepali as medium of Instruction to EMI. The English language has been called as a preferred global communication tool, the primary means of communication and collaboration. And the medium of

communication among the people of various linguistic and cultural backgrounds. It is not only limited to this, it became the global language of trade, commerce, scientific invention and information and communication technology.

English language has become the lingua franca around the world. The people from different linguistic background can communicate with each other through only English language. Therefore, the present globally linked human beings are in obligation to learn and express the necessary information, knowledge and so on. Simply, the notion English as a medium of instruction (EMI) refers to the use of the English language in the classroom instruction where contents of various subjects are taught and delivered in English (Khatri, 2019, p 47). Likewise, Dearden (2014, p.1) 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”. Along with the global importance of English, the notion of English as medium of instruction (EMI) has become a growing global phenomenon in the present-day academia. There have been ongoing debates about the EMI with regards to its pros and cons all through the world. There is hot debate among the policy makers, stakeholders, teachers, students and parents on EMI. According to Mauranean (2010), some of the scholars regard themselves as against the EMI because of the following reasons:

- Reduced ability to understand concepts
- Low-level of knowledge about the subject studied
- Excessive consumption of time
- Feelings of alienation and separation
- The least amount of participation in the classes due to low level proficiency in English

(As cited in Başıbek, et al. 2014)

Similarly, Kırkgöz (2009) highlighted in her study that students did not favour EMI courses as they considered these courses inadequate to learn academic subjects and students’ academic success decreases in EMI courses.

On the other hand, the parents and the schools are very much interested in giving school education to the children through EMI. Many non-native English-speaking

countries have taken the notion (EMI) owing to the growing need for developing communicative competence in English that may fulfill the increasing demand for English language development. In the same way, the rise of English as a global lingua franca seems to be further forcing non-native speakers to learn and use the English language and many countries are trying to drastically overhaul their education system in favor of English in order to meet the challenge of global integration. In this very situation, Nepal, one of the developing countries, however it has not yet been able to sustain with the full effects of implementing EMI in the public schools and higher education institutions. The decision of introducing this huge change is made with no proper plans; however, some mere studies are on track (Sah, 2020). In the similar vein, as the instances of international practice of EMI, the countries, such as Ghana, Turkey and Rwanda have failed to continue EMI education because of the lack of educational infrastructure, teachers' proficiency in English, proper teacher education programs, and in-service professional development (Tylor, 2010). Nonetheless, EMI policy has also benefited many contexts, namely India, Pakistan and Spain, with suitable outcomes. They, however, used appropriate plans and principles (Marsh, 2006). Moreover, some countries initially failed to receive the set objectives and further developed plans that could lead to a successful implementation of EMI education.

The Benefits of Using English as a Medium of Instruction

EMI has created many opportunities and challenges to the education system. First of all, let's talk about the benefits of EMI in education system. It is much useful to access the learning material in English language. There is a large collection of teaching and learning materials of different subjects in English language either in virtual or non-virtual form. Similarly, there are several vacancies in local, national and global level to the persons who have fluent written and spoken English. The higher education, in most of the universities, except some, provide their courses in English language. The scientific, technological and medical terms are primarily from English language which is beneficial for the students who want to research in these fields of studies. According to Karvonen (2017), the benefits of EMI can be explained within four main themes:

- better accessibility of English materials as well as the existence of better curricula
- better job opportunities and career development if the language of instruction is English
- a positive influence on the wider community
- wider chances for communication

The above listed themes related to the benefits of EMI have been briefly discussed here.

Indeed, both the students and the teachers have better resources or references available in the English language, more specifically, they have access to many books written in English as well as the internet. For example, the videos from YouTube can be teaching aids for classes. Likewise, there are many CDC prepared teaching and learning materials such as textbooks, teachers' manuals, teachers' guides, audio materials and audio-visual materials.

The second theme is that better job opportunities and career development if the language of instruction is English. This benefit is mainly concerned with the students. There is very much positive view of parents to EMI because of this reason. After completion of the study the students can get a good paying job in this competitive market. They can become more confident in their work. It increases the number of students in schools as parents wish better paying jobs for their children.

Thirdly, there can occur a positive influence on the wider community. This was related, for example, to a better workforce and professional materials. Currently most professionals around the world have difficulties in writing professional papers or reports in English. The know-how in English was also related to economic growth, as well as an increase in awareness about the wider world. The students, scholars, professionals can be the member of wider community if they have learnt through English language. They can get international scholarship in the reputed universities of European, American or Australian countries.

Fourthly, EMI creates wider chances for communication. The use of English as a medium of instruction was seen to help the students communicate with diverse

people and to make interaction with the international community easy. Many parents have more confidence in the school's ability to provide quality education, and the wider community is generally more interested in schools where the medium of instruction is English. Also, the school becomes accessible for international or diaspora students due to the language of instruction. This language policy of the school demonstrates the ideals of world citizenship.

The Challenges of Using English as a Medium of Instruction

There are several challenges of adopting EMI in Nepal. Some of such challenges have been briefly discussed here. The first challenge is a lack of parental involvement. The most of the parents cannot even speak English. Secondly, it can create the loss of the mother tongue or culture, not only from the perspective of the student, but also the wider community. The students may forget to speak their own language. As a result, the mother tongue may disappear soon. There is a risk of losing the language and culture over time and cultural gaps being created due to kids' inclination to take in other ideas through the language. Similarly, a lack of support from the government as a challenge of having English as medium of instruction, due to the country's policy that promotes local languages in the lower grades. The lack of useful English resources to teach the language as a challenge of EMI. The next challenge of EMI can be English is not spoken outside the classroom, so it is not easy to develop the language skills. EMI may create a genuine challenge to the teachers who do not have well command in English language. A number of other good teachers who do not have a good command of English, do not get hired.

The benefits and challenges of English as medium of instruction can be summarized in the following table.

Table 1: Benefits and Challenges of English as Medium of Instruction

English as Medium of Instruction	
Benefits	Challenges
better accessibility of English materials as well as existence of better curricula	teacher's lack of proficiency both in the English language and in teaching in English
better job opportunities and career development	lack of parental involvement
positive influence on the wider community	loss of the mother tongue or culture
wider chances for communication	lack of support from the government

(Cited from Karvonen, 2017, p. 32)

Review of Empirical Literature

I reviewed some empirical studies related to my study. They have been presented below.

Karvonen (2017) carried out research entitled “English as a Medium of Instruction: Benefits and Challenges as Viewed by Founders of International Schools in Ethiopia.” The main objectives of the study were the benefits and challenges of using English as opposed to a local language as a medium of instruction as viewed by founders of two private international schools in Ethiopia. The data for this research were collected through an open questionnaire from four founders of two different private international schools where the medium of instruction is English, but where more than 90 per cent of the students are Amharic-speaking Ethiopians. He found that the main benefits of using English as a medium of instruction as identified by the founders were: better accessibility of English materials as well as the existence of

better curricula, better job and career development opportunities, a positive influence on the wider community and wider chances for communication. Similarly, it was found that the main challenges of using English as a medium of instruction as identified by the founders were: teachers' lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of mother tongue or culture and lack of support from the government.

Brown (2018) discussed on "English-Medium Instruction in Japanese Universities: History and Perspectives." The main objectives of the study were to present the history of EMI in Japan and to identify the perspectives and people towards EMI in international level. He found out that in the Meiji era, as Japan was establishing its first higher education institutions, EMI was the norm, with most university posts occupied by foreign academics. However, by the end of the 19th century, English shifted from the medium of instruction to an object of study. Following World War II, EMI reemerged, though it was not widespread until the 1990s when it became part of efforts to diversify the international student body and maintain parity with partner schools abroad. He stated that EMI now has a dual role, both attracting international students and serving domestic students as a part of global jianzi strategies. Though EMI is spreading quickly, it is limited, serving a minority of students at approximately 40% of universities in Japan.

Khatri (2019) carried out research entitled "Attitudes of teachers towards using English as Medium of Instruction (EMI)." He conducted this study in public secondary schools of Ilam in order to explore the teachers' attitude towards using EMI in the public schools and challenges faced by them in course of adopting EMI. The subjects were twenty secondary level English teachers which were selected purposively and data were collected using questionnaire consisting of both close ended and open-ended questions. He found that teachers of public schools were found aware of the basic concept of the notion of English as a medium of instruction. He found them positive in implementing EMI in conducting their daily teaching and learning activities. The study also showed that teachers of secondary level have been facing different challenges in adopting EMI in the classroom like students' weak exposure to English, mother tongue interference, un-resourceful schools and linguistic diversity in the class.

Giri (2021) carried out action research on “Application of English as a Medium of Instruction Policy in a Private School in Nepal: An Examination.” He examined the conditions in which the school level decision-makers are forced to adopt EMI as a school’s language-of-education policy on the basis of the small-scale action research on teachers and students of a private school situated in the Western Nepal. In this article, he analyzed both students’ and teachers’ views and reflections on EMI to argue that it can be effective and relevant if conducted in a way that suits the local context and enables participants to recognize its value.

Implications of the Review for the Study

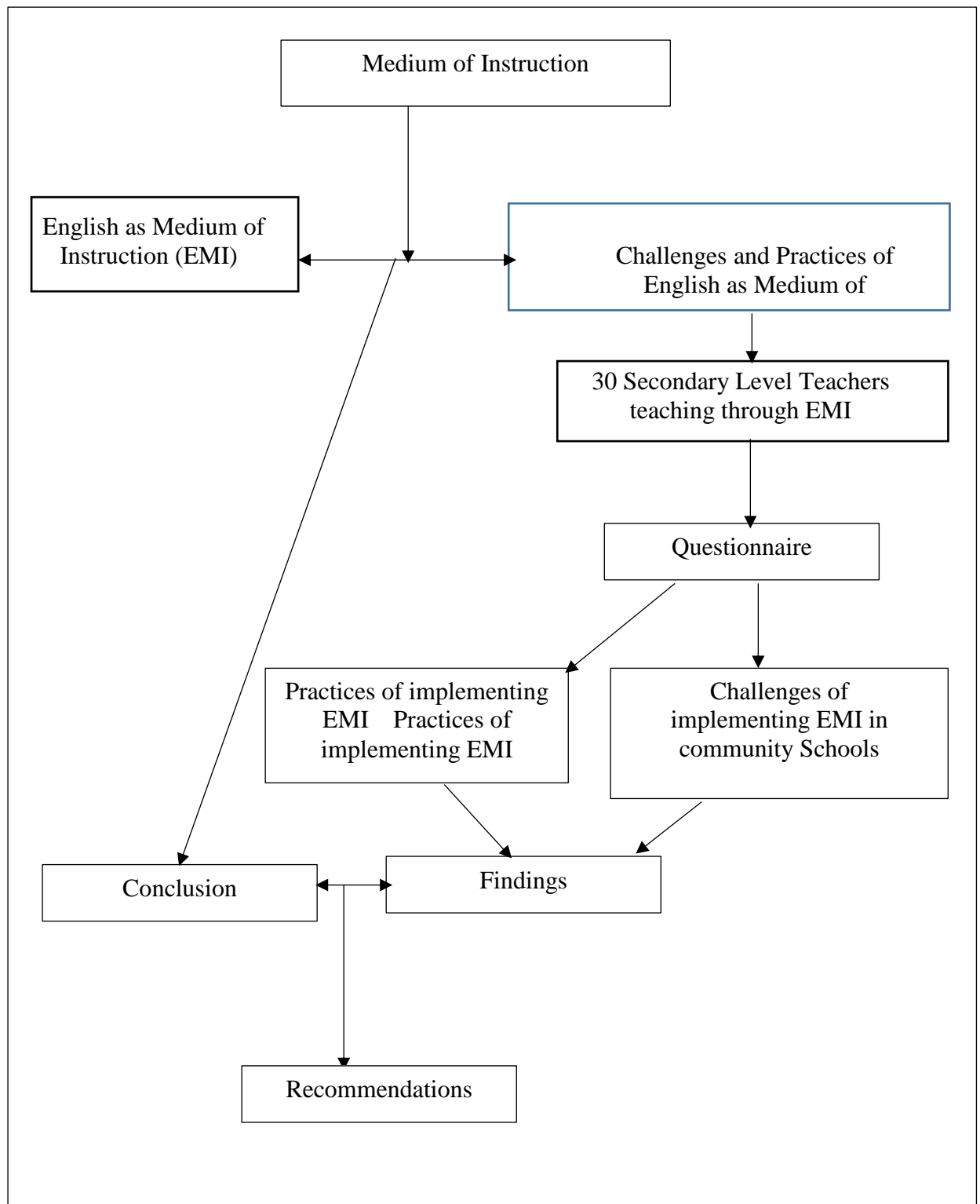
The main function of the literature review is to expand the researcher knowledge and skills to solve problems to be investigated. Literature review is to ensure researcher read widely around the subject area in order to horizon of researcher in that field. It provides insight about objectives, research questions, and methodological procedures and other important aspects of research. In the same ways, I got significant ideas about theoretical concept of English as Medium of Instruction from the study of Brown (2018), Dearden (2014) and Sah, & Karki (2020).

On the other hand, I got information on benefits and challenges of EMI from the study of Karvonen (2017). Similarly, I got lots of ideas regarding the history and perspective of EMI from Brown (2018). Likewise, the research carried out by Khatri (2019) supported me know about the teacher’s attitudes towards EMI. Similarly, the work of Giri (2021) helped me in data collection tools, select populations and sampling procedures. I got insight to English as Medium of Instruction from the above-mentioned studies in detail. I gained some ideas about perspective and history of EMI. We got the knowledge about the role of mother tongue for effective teaching and learning process as well. These review studies helped me to formulate objectives, to make research questions and to make familiar with different methodologies. Likewise, they provided me with guidelines regarding data collection, selection of sampling population & sampling procedures. Finally, the reviewed empirical studied had helped me to maintain systematic, relevance, consistency, validity & reliability in the research.

The above reviewed empirical studies are concerned with only some of the aspects of English as medium of instruction. Some of these researches are concerned with the historical perspective of EMI. Some of them concerned with the attitudes of people towards EMI. Some of them are related to the challenges of EMI in context of other countries such as Japan and Ethiopia rather than Nepal. One of the research projects has been concerned with the study of EMI in private schools of Nepal. These researches cannot address the issue of challenges which can occur in implementing EMI in public school in one hand and how EMI has been practiced in public schools of Nepal in other. It is essential to find out how the public schools of Nepal have been adopting EMI in present context and what challenges the educational system, the school administration, teachers, students and parents facing to adopt it. Therefore, this study is oriented to address these issues which have not been addressed by previous studies. This study will try to identify whether EMI is applied in all subjects and if the students have to pay fees or not. Similarly, it will try to find out what are the challenges in implementing EMI in public school of Nepal.

Conceptual Framework

A conceptual framework is the visual representation of the research. It is very important component of research. The researcher shows the main ideas of research through graphic representation. According to Kumar (2009), “The conceptual framework stems from the theoretical framework and concentrates usually on one section of the theoretical framework which becomes the basis of the study”. My conceptual framework of this research is presented in the next page.

Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This section consists of design of the study, population and sampling procedures, research tools and techniques, sources of data, data collection procedures, data analysis and interpretation.

Research Design and Methods of the Study

Research refers to a systematic investigation that is designed to address the crucial questions. In another words, research is an art of scientific investigation. It means that the meaning of research as a careful investigation or inquiry. This study was based on survey research design. Survey is the research method which tries to find out the opinions, attitudes and views towards any genuine issues.

Populations, Sample and Sampling Strategy

The population of the study was secondary level teachers teaching through EMI in the community schools of the Kathmandu Valley (Kathmandu, Bhaktapur & Lalitpur districts). The samples of this study were thirty secondary level teachers for survey deign. The population was selected through purposive non-random sampling.

Study Area/Field

It is impossible to include all the population in the study because of the time and other characters. Therefore, researcher will purposively select the 30 schools of the Kathmandu Valley (Kathmandu, Lalitpur & Bhaktapur districts). It means that the area of my study is the Kathmandu Valley. The field of this study is the challenges and practices of adopting EMI in public schools of Nepal.

Data Collection Tools and Techniques

In this research, required data were collected through questionnaire including both close-ended and open-ended questions (see appendix I). There were two sets of questions. The first set required the information related to the practice of implementing English as medium of instruction. It included 10 objective questions and 2 subjective questions. On the other hand, the second set of question drew the

information and data related to the challenges in implementing English as medium of instruction. It consisted of 16 objective questions and 2 subjective questions. The questionnaire played significant role to collect the required data to achieve the determined objectives of the study.

Sources of Data

Both primary and secondary sources were used for getting the required data.

Primary Data

Primary data were collected from thirty secondary level teachers who teach by using EMI in community schools for survey design. They responded the questionnaire consisting of both close-ended and open-ended questions.

Secondary Data

Secondary data were taken from various articles, books, reports, research studies, dictionaries, internet related to the study area books and theses approved in the Department of English Education, T.U. and also related websites.

Data Collection Procedures

The following procedures were used to collect the data.

First of all, I designed the questionnaire as research tool to get the expected responds. Then, I visited to the Education Branch of some local bodies of the Kathmandu Valley. After that, I purposively selected the 30 schools where EMI is implemented. Then, I visited the selected schools and took permission from the head teachers to meet the teacher who teaches through EMI from each school. Then, I distributed the questionnaire and requested them to fill it within a week. After a week, I collected the questionnaire from respondents.

Data Analysis and Interpretation Procedure

The data obtained from the 30 teachers were interpreted and analyzed descriptively, statistically and thematically. The data were presented in tables and figures. The result was based on the percentage.

Ethical Considerations

Ethical considerations are important aspects of research. It is a professional standard of research which saves the respondents from any harm caused by the study. If there is no safety or privacy in research, the respondents may not provide the information. It is such aspect of research that encourages the respondents to provide researcher with real and authentic data. By considering the importance of ethical considerations, I conducted my survey by taking permission of authority and respondents. Similarly, I prepared a consent letter that ensured respondents about their confidentiality. I did not plagiarize any previous researches the rather I provided proper citation and references and tried to make the research original. I preserved privacy of respondents in my research. Finally, I followed all the values and norms of academic writing.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter consists of analysis of data and interpretation of results as it analyzes and interprets the data collected from primary sources.

Analysis of Data and Interpretation of Results

All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of two sets of questions. The first part consisted of 10 close-ended questions and 2 open-ended questions whereas part two consisted of 16 closed-ended and 2 open-ended questions. The questions were constructed being based on the objectives of the study. The data were collected from 30 teachers from different schools of the Kathmandu Valley including Kathmandu, Bhaktapur and Lalitpur districts.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the two main headings:

- The practice of English as medium of instruction in Nepal and
- The challenges of implementing English as a medium of instruction in Nepal

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

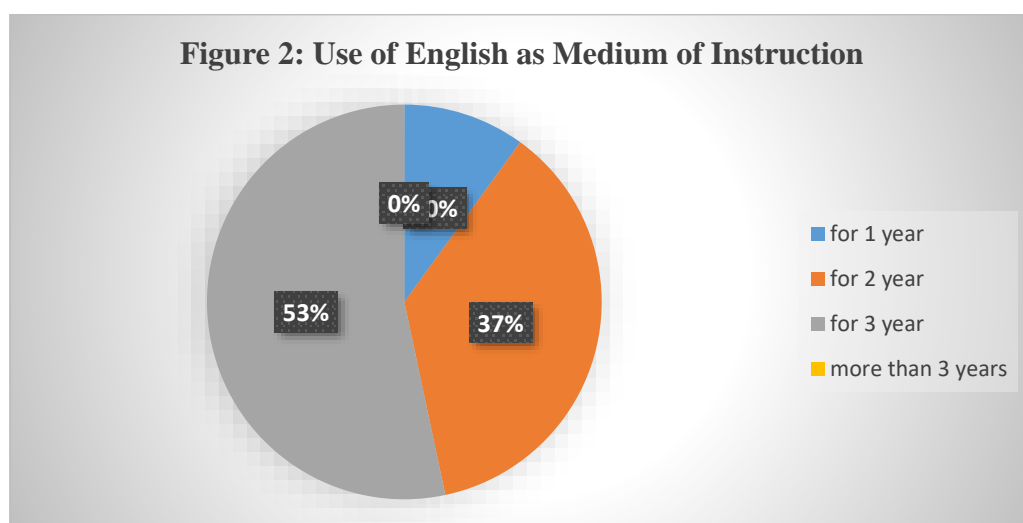
The Practice of English as Medium of Instruction in Community Schools

The first objective of this study was to find out the practice of English as medium of instruction in Nepal. I asked the participants to respond ten close-ended questions and two open-ended questions in order to get the required information to meet this objective. Similarly, I asked 16 close-ended and 2 open-ended questions to explore the challenges of implementing English as a medium of instruction in Nepal. They were asked 10 multiple choice questions to find out practices of EMI in Nepal. In addition, two subjective questions were asked to make the research more reliable and convenient. The data have been presented through the help of tables and figures.

The teachers' responses to the objective questions which were asked in questionnaire, have been presented and analyzed under six different sub-headings in the pie-charts below.

A. Use of English as Medium of Instruction

The responses of the teachers related to “How long have you been implementing EMI in school”, have been presented in the given figure.

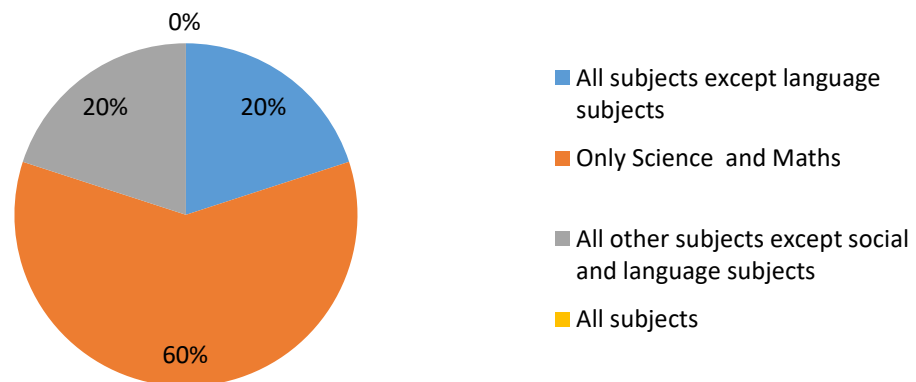


The figure 2 shows that more than half of the teachers (53%) viewed that they have been implementing English as Medium of Instruction for 3 years. Similarly, 37% of them stated that they have been using EMI for more than 3 years. 10% of the teachers mentioned that they have been implementing EMI in their schools for 1 year only. From this data, it was found that in majority of the schools, EMI has been recently implemented.

B. The Subjects Taught through English as Medium of Instruction

The responses of the teachers related to which subjects are taught through EMI, have been illustrated in the figure below.

Figure 3: The Subjects Taught through English as Medium of Instruction

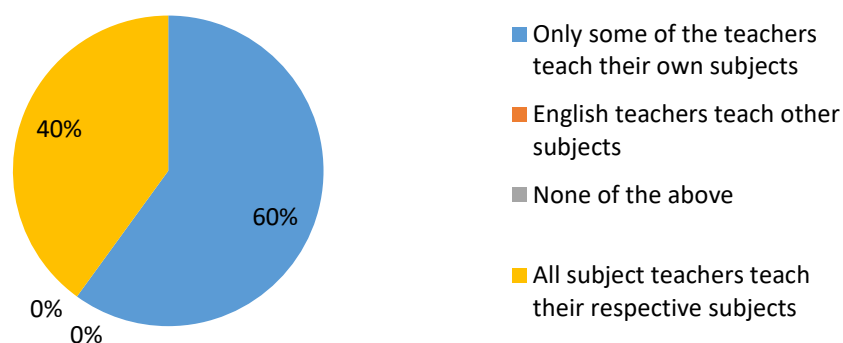


The above figure shows that a majority of the teachers (60%) stated that only science and Maths subjects have been taught through EMI in their schools. On the other hand, 20% of them opined that all subjects except language subjects have been taught through EMI. Other 20% of them viewed that all other subjects except social and language subjects have been taught through EMI in their schools. It can be concluded that in most of the schools all subjects except language and social subjects have been taught through EMI.

C. Human Resource Management in Implementing English as Medium of Instruction

The responses of the teachers regarding how EMI has been implemented, have been presented in the figure 4.

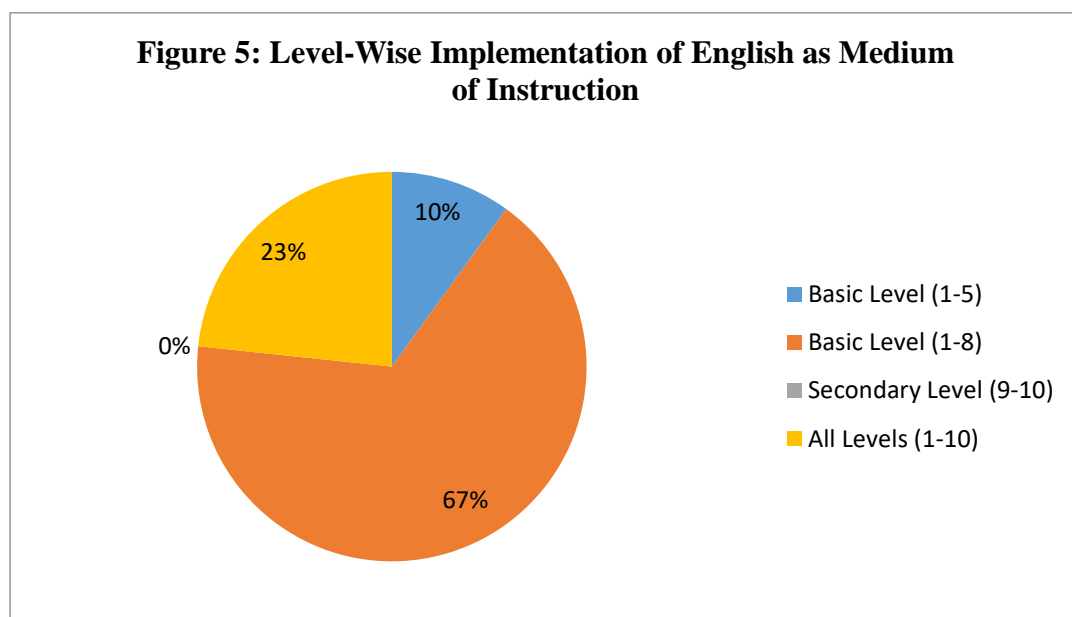
Figure 4: Human Resource Management in Implementing English as Medium of Instruction



The above figure displays that a majority of the teachers (60%) viewed that only some of the teachers teach their own subjects in English. Similarly, 40% of them mentioned that all the teachers teach their respective subjects in English. From this information, it can be concluded that only a majority of the teachers teach their subjects in English.

D. Level-Wise Implementation of English as Medium of Instruction

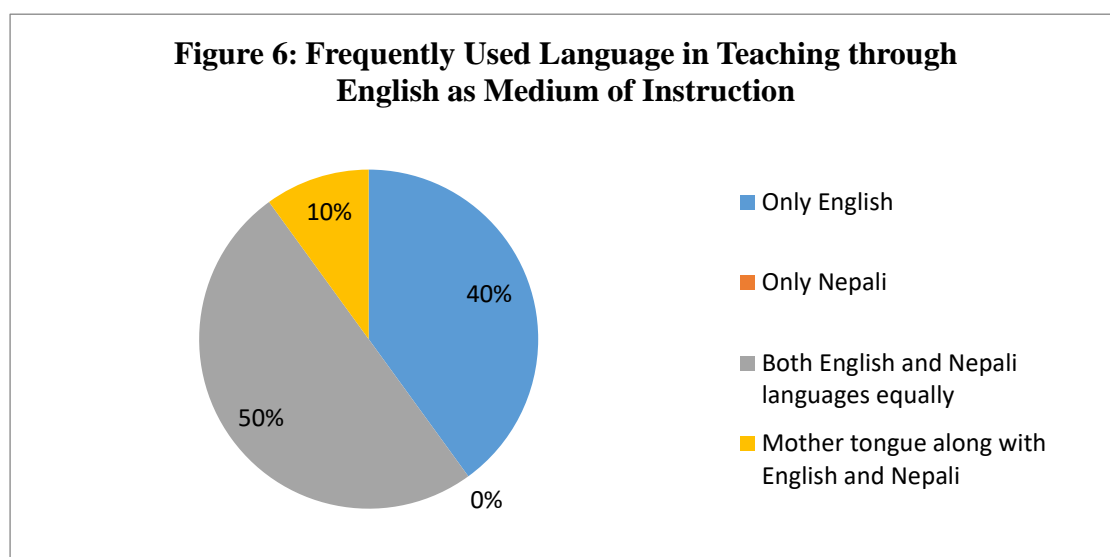
The teachers' responses related to "In which level is EMI implemented," have been illustrated in the figure below.



The data in the figure 5 depicts that a majority of the teachers (67%) stated that they have implemented EMI in Basic Level (1-8) where as 23% of them viewed that EMI has been implement in all levels (1-10). However, 10% of them mentioned that they have implemented EMI in Basic Level (1-5). What can be concluded here from the above discussion is that generally EMI has been implemented in the Basic Level.

E. Frequently Used Language in Teaching through English as Medium of Instruction

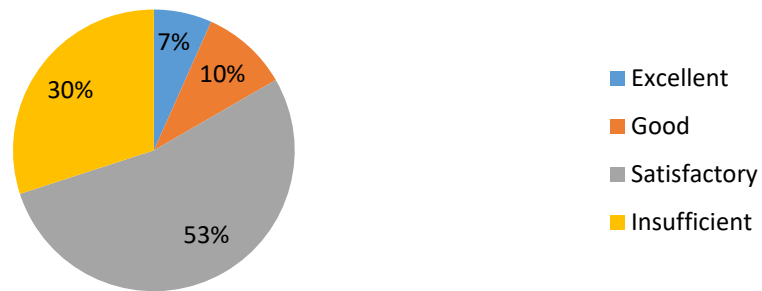
The teachers were asked to respond “Action research as strategy to identify the practical classroom problems and solve them.” The responses of the teachers have been presented below.



The above figure shows that a half of the teachers (50%) stated that both English and Nepali languages have been frequently and equally used while teaching through EMI. 10% of them even viewed that they frequently used Nepali language in teaching. Only 40% of them mentioned that they used only English language frequently in teaching through EMI. Analyzing the above data, it was found that English language has not been frequently used by most of the teachers even teaching through EMI.

F. The Result of the Students Who Read through English as Medium of Instruction

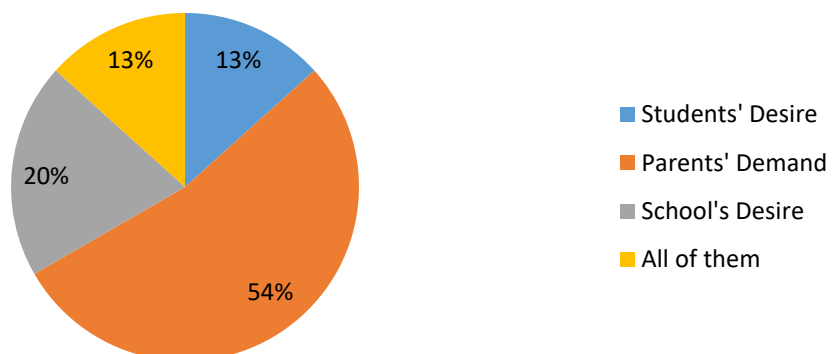
The data related to the teachers' views regarding the result of the students who read through EMI, have been presented in the next page in figure 7.

Figure 7:the Result of the Students Who Read through EMI

The above figure indicates that more than of the teachers (53%) stated that the result of the students who read through EMI was satisfactory. On the other hand, 30% of them agreed mentioned that the result was insufficient. 10% of them viewed that the result of the students who read through EMI achieved good and only 7% of them found their students result excellent. From this discussion, it can be said that more than half of the teachers found their students result satisfactory.

G. The Cause of Implementing English as a Medium of Instruction

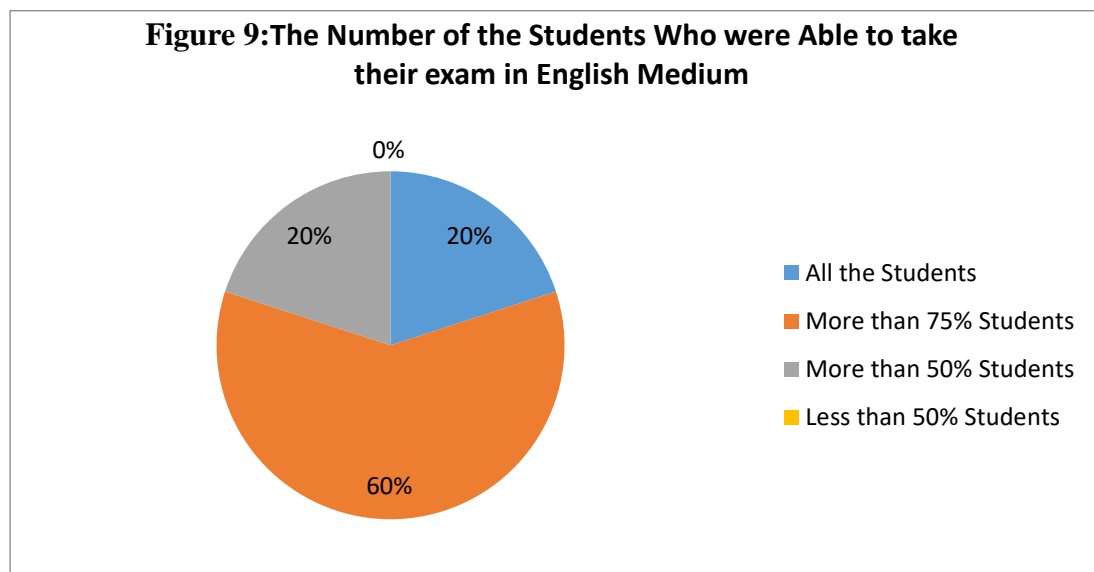
The responses of the teachers to the question, "Why did your school implement English as a Medium of Instruction?", have been presented in the next page in figure 8.

Figure 8: The Cause of Implementing English as Medium of Instruction

The above figure indicates that more than half of the teachers (54%) stated that the parents' demand caused the implementation of EMI in schools. On the other hand, 20% of them stated that school's desire encouraged them to implement EMI. 13% of them viewed that the student's desire created the situation to run EMI. Similarly, other 13% of the teachers viewed that the all above mentioned facts caused to implement EMI in their schools. From this discussion, it can be said that parent's demand is the central cause of implementing EMI in community schools.

H. The Number of the Students Who were Able to Take their Exam in English Medium

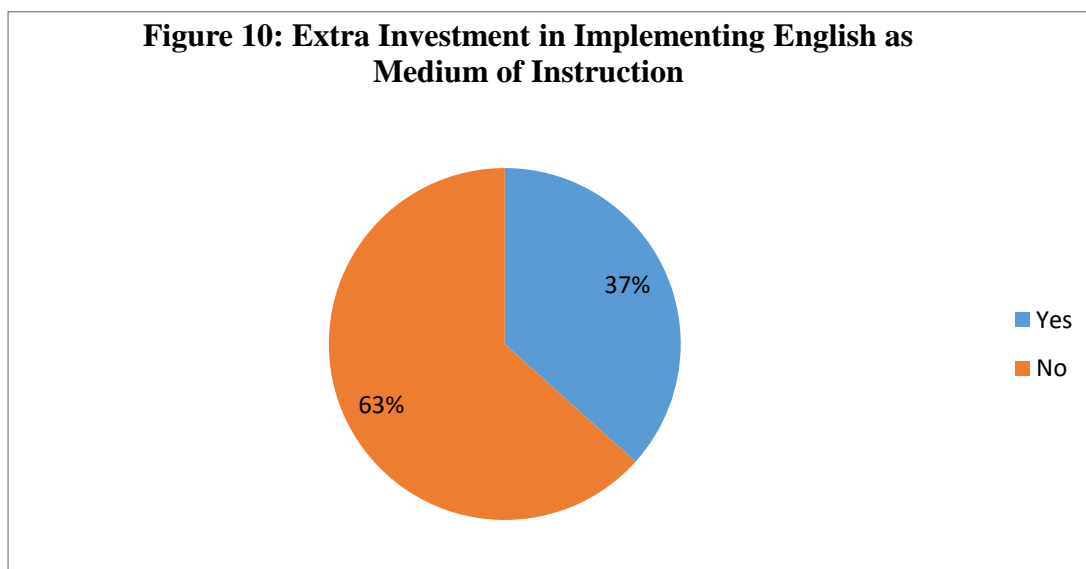
The data related to the teachers' views regarding the number of the students who were able to take their exam in English medium, have been presented in the next page in figure 9.



The above figure indicates that a majority of the teachers (60%) stated that more than 75% of the students could take their exam in English medium. 20% of the teachers viewed that only more than 50% of the students were able to take exam in English medium. Only 20% of the teachers found all the students able to take exam in English medium. From this discussion, it can be said that all the students were not found to be able to take exam in English medium.

I. Extra Investment in Implementing English as Medium of Instruction

The data related to the teachers' views regarding the extra investment in implementing EMI, have been presented in the next page in figure 10.

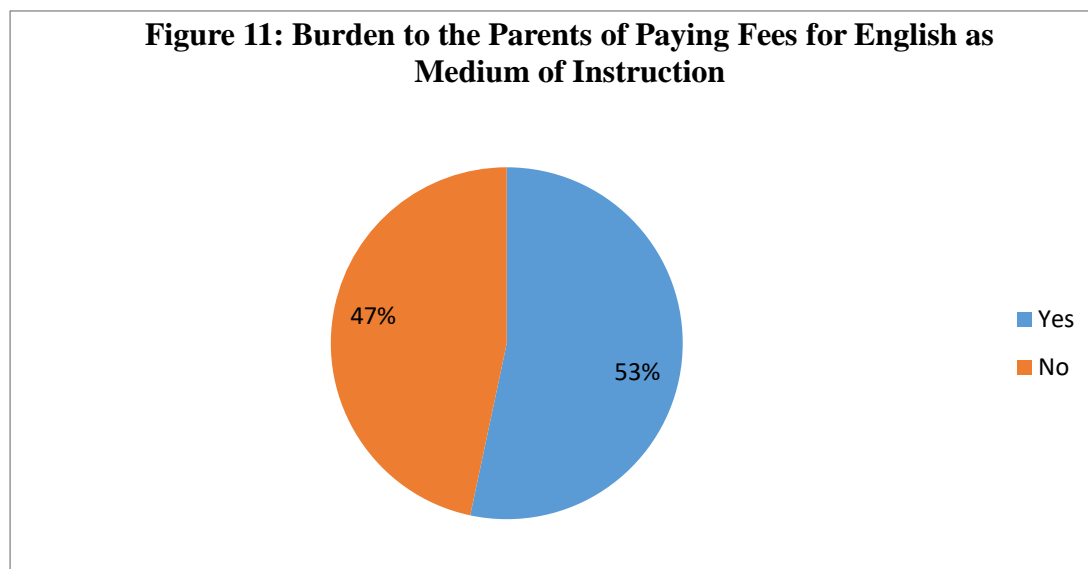


The above figure indicates that a majority of the teachers (63%) stated that they should not have spent any extra money in implementing EMI in their schools. On the other hand, only 37% of them mentioned that they should have spent extra money in implementing EMI. From this discussion, it can be said that a majority of the schools did not spend extra money in implementing EMI in their schools.

The teachers who stated that they spent extra money in implementing EMI were further asked for what purposes they used the extra money. They have mentioned mixed views. Some of them mentioned that they used the extra money in teacher allowances and purchasing teaching learning materials. On the other hand, some of the other teachers stated that they used the money to manage the classroom and so on. It was found from these responses that the extra money has been used in providing allowances to the teachers, purchasing teaching learning materials and managing classrooms for implementing EMI effectively.

J. Burden to the Parents of Paying Fees for English as Medium of Instruction

The data related to the teachers' views regarding the question "Do the parents have burden of paying fees for EMI?", have been presented in the next page in figure 11.



The above figure indicates that more than a half of the teachers (53%) agreed that the parents had burden of paying fees for EMI. On the other hand, 47% of them refused that there was burden to the parents of paying fees for EMI. From this discussion, it can be said that more than half of the schools are creating burden to the parents of paying fees for implementing EMI.

The teachers who agreed that there was burden to the parents of paying fees for EMI, were further asked about the schemes of the fees they have been applying. They stated varieties of responses. The most of the teachers mentioned that the parents voluntarily support the schools economically. But some of them stated that they charged monthly fees and annual fees. From this discussion, we can conclude that the parents have been facing the burden of paying fees in the name of implementing EMI.

In order to make the research much convenient, the teachers were asked two subjective questions regarding the practice of English as Medium of Instruction to respond. Their responses have been discussed under two sub-headings below.

- Steps/practices applied in implementing English as medium of instruction and
- Important activities/techniques applied in making teaching learning effective while implementing EMI

First of all, the teachers were asked to mention important steps/practices that the schools took to implement English as medium of instruction. They provided many such important steps and practices which have been presented as follows:

- The stakeholders' meaningful discussion has been organized about implementing EMI.
- The parents' determinant role has been ensured.
- The teachers' interaction has been organized to develop confidence in them regarding the effective implementation of EMI.
- There is the provision of taking entrance exam of English language to the students who are interested in studying through EMI.
- The extra English language class to the students has been organized for a month to develop their creativity in the related subjects.

Secondly, they were asked to mention any 5 important activities/techniques those they have been applying to make teaching learning effective while implementing EMI. They have stated a number of such activities and techniques in their responses which have been summarized below.

- Use of ICT enough to clarify the subject matter to the students.
- The classroom language training has been given to the subject teachers.
- English environment has been created in the classroom.
- The project works have been focused to motivate the students.
- Weekly interaction among the stakeholders has been organized.
- The videos of the model classes of other teachers have been shown to the students occasionally.

The Challenges of Implementing English as Medium of Instruction

The second objective of the study was to identify the challenges of implementing English as Medium of Instruction at secondary level. In order to draw the required data to meet the objective, the teachers were asked to respond 16 multiple choice questions through frequency rating scale of five frequencies: strongly agree, agree, neutral, disagree and strongly disagree. The responses have been presented and analyzed under the following four sub-headings:

- The challenges related to the educational system
- The challenges related to the school administration
- The challenges related to the teachers
- The challenges related to the students and parents

The responses provided by the teachers to all these categories have been presented in the pie charts and analyzed below.

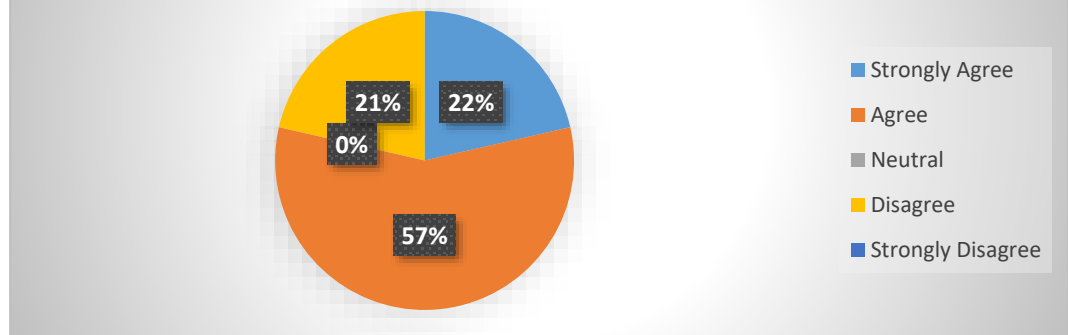
The Challenges Related to the Educational System

The educational system may create challenges in implementing EMI at secondary level. So, the teachers were asked to respond four issues related to the educational system of Nepal. The responses have been analyzed separately presenting the data in the pie charts.

A. Difficulties in Protecting and Promoting Mother Tongues and Local Culture

The responses of the teachers related to the statement EMI creates difficult to protect and promote mother tongues and local culture, have been illustrated in the given figure.

Figure 12: Difficulties in Protecting and Promoting Mother Tongues and Local Culture

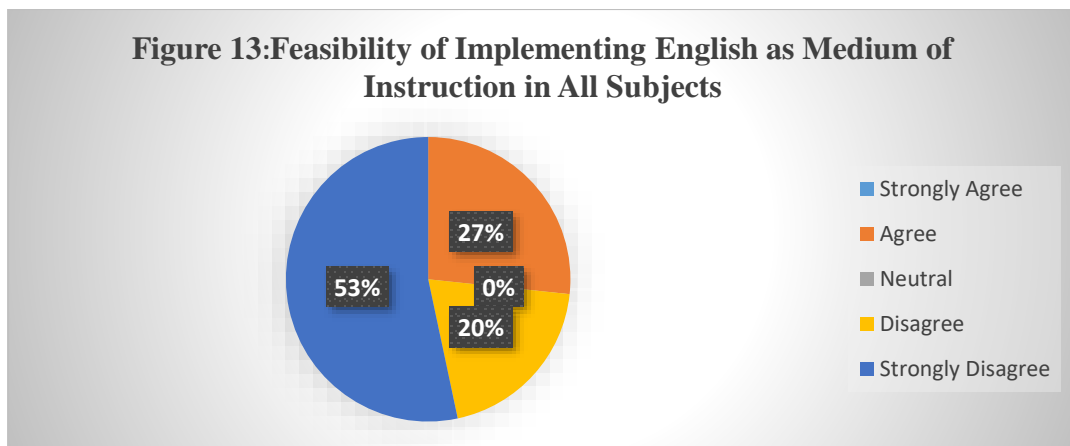


The above figure shows that a majority of the teachers (57%) agreed and 22% of them strongly agreed that implementation of EMI created difficulties in protecting and promoting mother tongues and local culture. But 21% of the teachers disagreed with that issue. From this data it was found that the most of the teachers agreed that implementation of EMI created difficulties in protecting and promoting mother tongues and local culture.

B. Feasibility of Implementing English as Medium of Instruction in All Subjects

The responses of the teachers related to feasibility of implementing EMI in all subjects, have been illustrated in the figure below.

Figure 13: Feasibility of Implementing English as Medium of Instruction in All Subjects

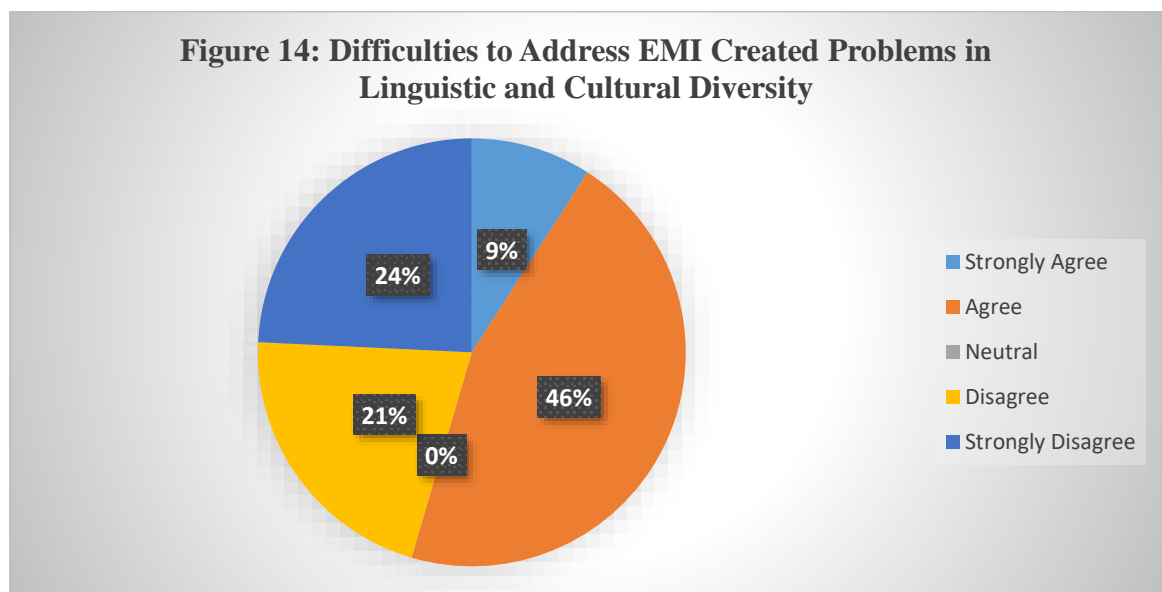


The above figure shows that a majority of the teachers (53%) strongly disagreed and 20% of them disagreed that there is feasibility of implementing English as Medium of Instruction in all subjects. On the other hand, 27% of them only

sometimes did it. From this data it was found that there is no feasibility of implementing EMI in all subjects.

C. Difficulties to Address EMI Created Problems in Linguistic and Cultural Diversity

The responses of the teachers related the issue 'It is difficult to address EMI created problems in linguistic and cultural diversity', have been illustrated in the figure below.



The above chart shows that nearly a half of the teachers (46%) agreed and 24% of them strongly agreed that it is difficult to address EMI created problems in linguistic and cultural diversity. But 21% of them disagreed and 9% of them strongly disagreed with the given issue. From this data it was found that the most of the teachers (60%) found that it was difficult to address EMI created problems in linguistic and cultural diversity.

D. Difficulty to Manage Subject-Wise Teachers for Teaching Through EMI

The teachers were asked to respond whether it is difficult to manage subject-wise teachers for teaching through EMI. Their responses regarding it have been illustrated in the figure 15.

Figure 15: Difficulty to Manage Subject-Wise Teachers for Teaching Through EMI



The above figure shows that the most of the teachers (80%) strongly agreed and 20% of them agreed that it is difficult to manage subject-wise teachers for teaching through EMI. From this data it was found that the almost all the teachers agreed that it is difficult to manage subject-wise teachers for teaching through EMI.

The Challenges Related to the School Administration

Among many challenges in implementing EMI, there are some strong challenges related to the school administration. The four most precious challenges have been asked to the teachers to respond. The responses have been presented in the pie charts and analyzed below.

A. Possibility of Implementing EMI without Collecting Fees

The responses of the teachers related to if it is possible to implement EMI without collecting fees, have been illustrated in the figure below.

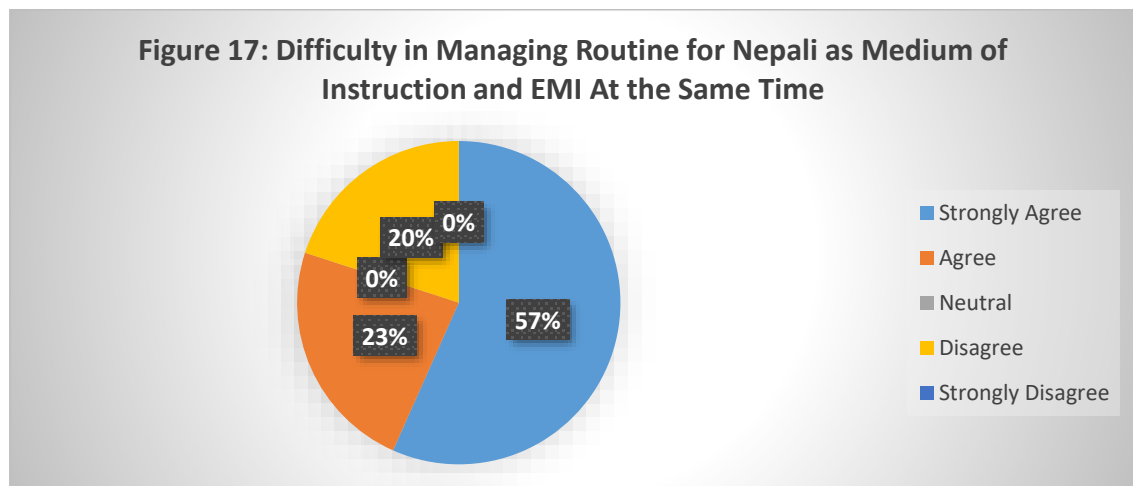
Figure 16: Possibility of Implementing EMI without Collecting Fees



The above figure shows that more than half of the teachers (53%) disagreed and 20% of them strongly disagreed that it is possible to implement EMI without collecting fees. However, 18% of them agreed and 9% of them strongly agreed that it is possible to implement EMI without collecting fees. From this data it was found that the most of the teachers did not agree that it was possible to implement EMI without collecting fees.

B. Difficulty in Managing Routine for Nepali as Medium of Instruction and EMI At the Same Time

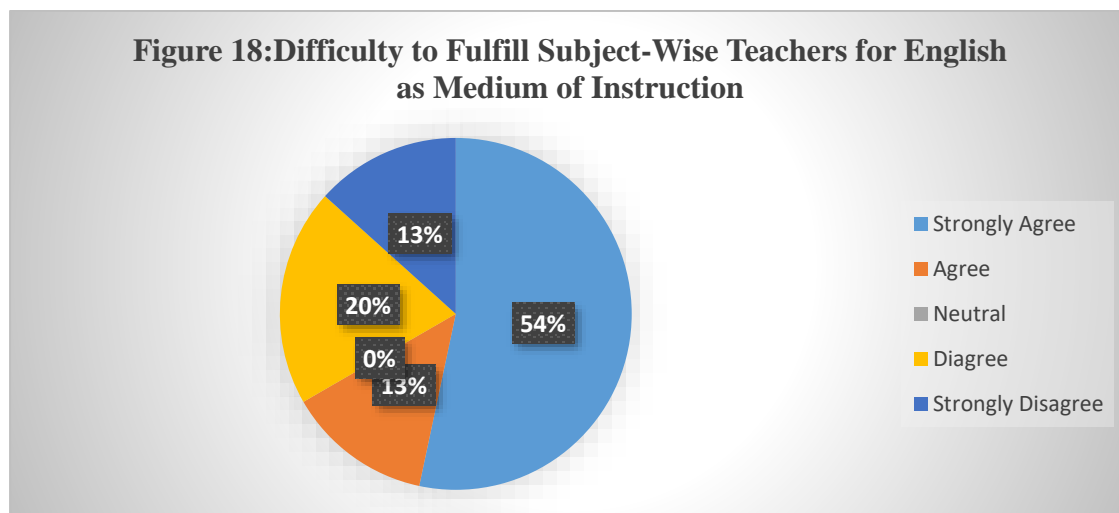
The responses of the teachers related to the difficulty in managing routine for Nepali as Nepali as medium of instruction and EMI at the same time, have been illustrated in the figure below.



The above figure shows that 57% of the teachers strongly agreed and 23% of them agreed that there was difficult to manage routine for Nepali as medium of instruction and EMI at the same time. But a few of them (20%) of them did not agree about difficulties in managing routine. From this data it was found that for most of the teachers there was difficult to manage routine for Nepali as medium of instruction and EMI at the same time.

C. Difficulty to Fulfill Subject-Wise Teachers for English as Medium of Instruction

The responses of the teachers related to the issue 'It is difficult to fulfill subject-wise teachers for EMI, have been illustrated in the figure 18.

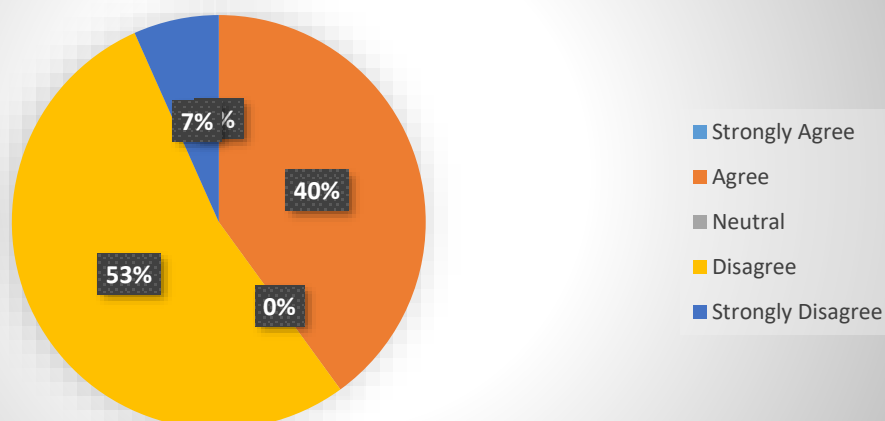


The above figure shows that more than a half of the teachers (54%) strongly agreed and 13% of them agreed that it was difficult to fulfill subject-wise teachers for English as medium of instruction. On the other hand, 20% of the teachers disagreed and 13% of strongly disagreed to that challenge of implementing EMI. From this data it was found that the most of the teachers found it was difficult to fulfill subject-wise teachers for English as medium of instruction.

D. Difficulty in Designing and Developing Curricular Materials and Managing Classrooms

The responses of the teachers related to the issue, 'It is difficult to design and develop curricular materials and managing classrooms', have been illustrated in the given figure.

Figure 19: Difficulty in Designing and Developing Curricular Materials and Managing Classrooms



The above figure shows that more than half of the teachers (53%) disagreed and 7% strongly disagreed that it was difficult to develop and design curricular materials and manage classrooms. But 40% of them found it challenging to develop and design curricular materials and manage classrooms. From this data it was found that the most of the teachers did not find it challenging to develop and design curricular materials and manage classrooms.

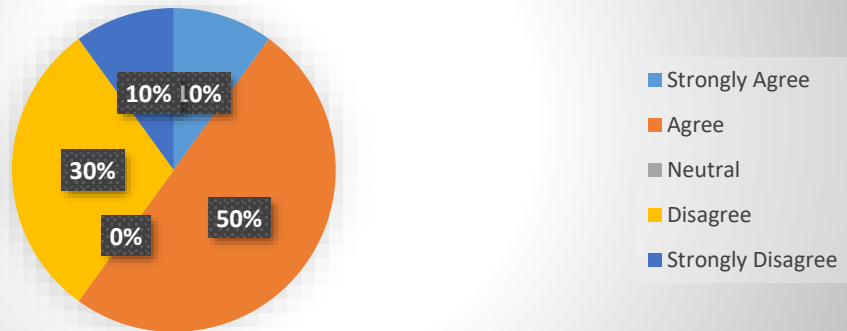
The Challenges Related to the Teachers

There are many challenges of implementing English as medium of instruction in context of Nepal. The challenges are related to different areas. The challenges related to the teachers are significant to address for effective implementation of EMI in school level. The issues related to the teachers have been presented in the pie-chart and the responses have been analyzed below.

A. Difficulty to Interact, Discuss and Write the Contents in English Fluently

The responses of the teachers related to the issue, " It is very difficult to interact, discuss and write the contents in English fluently, have been illustrated in figure 20.

Figure 20: Difficulty to Interact, Discuss and Write the Contents in English Fluently

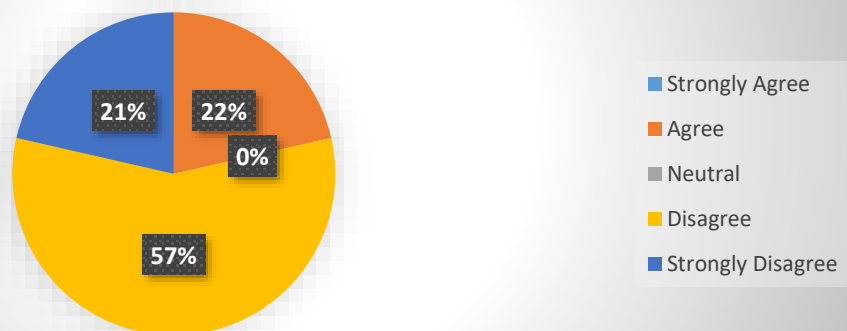


The above figure shows that half of the teachers (50%) agreed and 10% strongly agreed that it was very difficult to interact, discuss and write the contents in English fluently. In contrast, 30% of the teachers did not agree that it was very difficult to interact, discuss and write the contents in English fluently. But only 10% of them strongly disagreed with the given issue related to the teachers. From the data, it was found that more than half of the teachers found it was difficult to interact, discuss and write the contents in English fluently.

B. Challenging to Present the Lessons and Examples Effectively

The responses of the teachers related to challenging to present the lessons and examples effectively, have been illustrated in the figure below.

Figure 21: Challenging to Present the Lessons and Examples Effectively

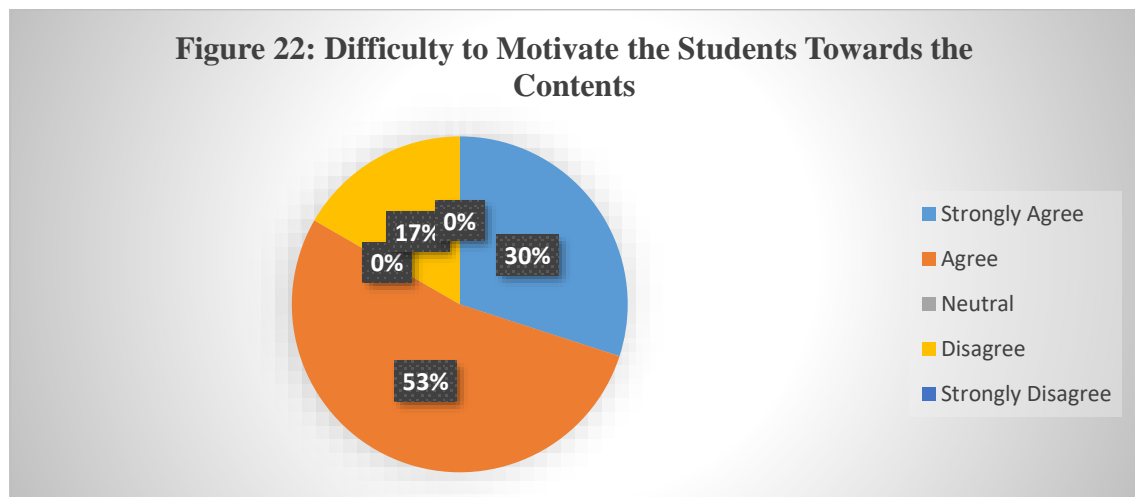


The above figure shows that a majority of the teachers (57%) disagreed and 21% of them strongly disagreed that it was challenging to present the lessons and examples effectively. But 22% of the teachers agreed that it was challenging to

present the lessons and examples while teaching through EMI. From this data it was found that for most of the teachers it was not challenging to present the lessons and examples effectively.

C. Difficulty to Motivate the Students Towards the Contents

The responses of the teachers related to if it is difficult to motivate the students towards the contents, have been illustrated in the figure below.

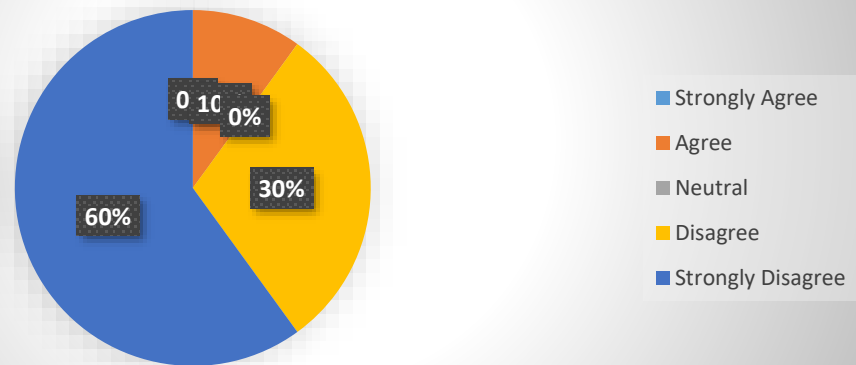


The above figure shows that more than half of the teachers (53%) agreed and 30% of them strongly agreed that it was difficult to motivate the students towards the contents. But 17% of them disagreed with that issue. From this data it was found that almost all the teachers found difficult to motivate the students towards the contents.

D. Hard to Prepare and Collect the Teaching and Learning Materials

The responses of the teachers related to if it is hard to prepare and collect the teaching and learning materials, have been illustrated in the given figure.

Figure 23: Hard to Prepare and Collect the Teaching and Learning Materials



The figure 23 shows that a majority of the teachers (60%) strongly disagreed and 30% of them disagreed that it was hard to prepare and collect the teaching and learning materials. However, 10% of them agreed that it was hard to prepare and collect the teaching and learning materials. From this data it was found that the almost all the teachers did not find it was hard to prepare and collect the teaching and learning materials.

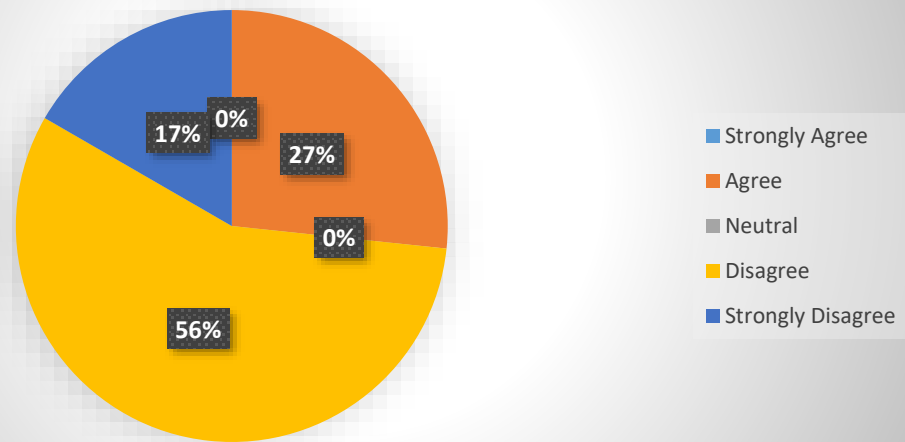
The Challenges Related to the Students and Parents

We can find some challenges related to the students and parents in implementing English as medium of instruction. The responses of the teachers regarding the challenges related to the students and parents have been presented and analyzed below.

A. Tough to Understand the Lessons and Read the Contents in English Medium

The teachers were asked to respond whether it is tough to understand the lessons and read the contents in English medium. Their responses regarding it have been illustrated in the figure below.

Figure 24: Tough to Understand the Lessons and Read the Contents in English Medium



The figure 24 shows that more than a half of the teachers (56%) disagreed and 17% strongly disagreed that it was tough to the students to understand the lessons and read the contents in English medium. On the other hand, 27% of the teachers agreed that it was tough to the students to understand the lessons and read the contents in English. From this data it was found that the most of the teachers did not find it was tough to the students to understand the lessons and read the contents in English medium.

B. Difficulty in Reminding, Thinking and Performing in Exam in English Medium

The teachers were asked to respond if it is very difficult to the students to remind, think and perform in exam. Their responses regarding it have been illustrated in figure 25.

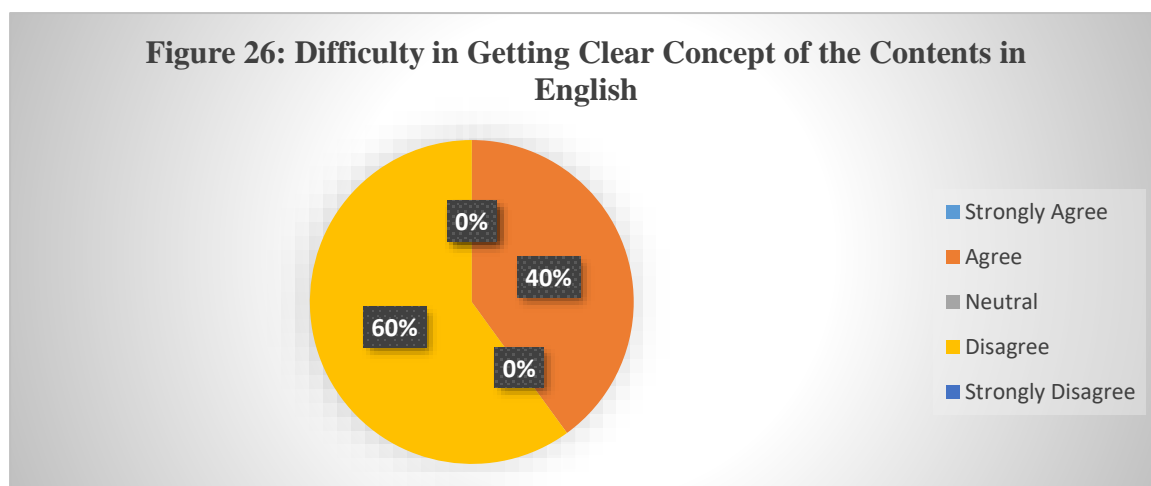
Figure 25: Difficulty in Reminding, Thinking and Performing in Exam



The figure 25 shows that 56% of the teachers agreed that it was very difficult to the students to remind, think and perform in exam. On the other hand, 30% of them disagreed and 7% of them strongly disagreed that it was very difficult to the students to remind, think and perform in exam. From this data it was found that more than a half of the teachers agreed that it was very difficult to remind, think and perform in exam.

C. Difficulty in Getting Clear Concept of the Contents in English

The teachers were asked to respond if it is not easy to get clear concept of the contents in English. Their responses regarding it have been illustrated in figure 26.

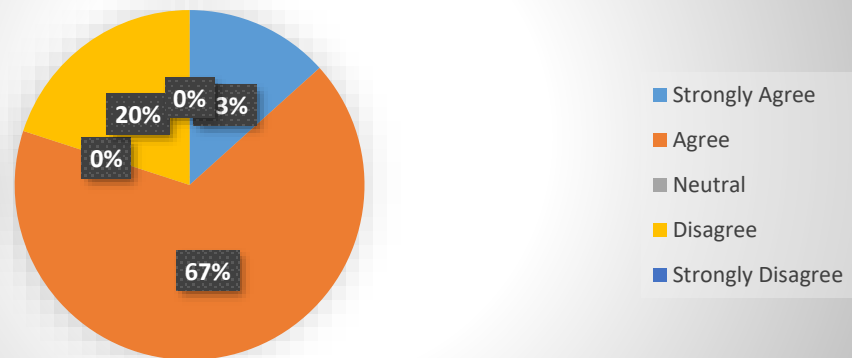


The above figure shows that a majority of the teachers (60%) disagreed that it was not easy to the students to get clear concept of the contents in English. On the other hand, 40% of them agreed that it was not easy to the students to get clear concept of the contents in English. From this data, it was found that for most of the teachers it was not easy to the students to get clear concept of the contents in English.

D. Burden to the Parents to Afford Fees to their Children's Study Through EMI

The teachers were asked to respond to the issue, 'Parents cannot afford fees to their children's study through EMI'. Their responses regarding it have been illustrated in figure 27.

Figure 27: Burden to the Parents to Afford Fees to their Children's Study Through EMI



The above figure shows that a majority of the teachers (67%) agreed and 13% strongly agreed that it was burden to the parents to afford fees to their children's study through EMI. On the other hand, 20% of them disagreed that it was burden to the parents to afford fees to their children's study through EMI. From this data, it was found that almost all the teachers found it was burden to the parents it was burden to the parents to afford fees to their children's study through EMI.

In order to make the research more convenient, I also asked the teachers two subjective questions related to the challenges in implementing English as medium of instruction. The responses provided by the teachers have been presented below.

The teachers were asked, "Please, mention any five challenges you have faced while implementing English as medium of instruction in your class? The teachers have mentioned a large number of challenges in implementing EMI. The most significant responses provided by them to this question have been presented in the following points.

- to get support from the school administration
- to create English environment in the classroom
- to manage mixed classes
- to manage large classes
- to encourage the students for better performance in exam
- to convince the parents
- to enhance students' proficiency level in English

- to make the students much creative
- to utilize the materials from online and offline resources
- to implement the government policies
- to develop clear concepts of the subject matter in students
- to reduce the fees burden to the parents
- to get the subject-wise teacher who can teach in English medium
- to manage the human resources to run Nepali medium classes along with English ones

From the above list, it was found that the teachers were facing various challenges in implementing EMI. The challenges include from low proficiency level of the students in English to managing human resources to implement EMI at secondary level.

The second subjective question asked to the teachers was “Please, mention some suggestion to implement English as medium of instruction in Nepal?” The responses provided by the teachers to this enquiry have been briefly summarized below.

- The concrete language policy (Medium of Instruction) should be formulated by the government.
- At least one school in each local body should run English as medium of instruction.
- The teachers should be trained to make creative in English language.
- The schools should develop proper culture of implementing EMI in their schools.
- The parents should take little responsibility to make EMI effective.
- The teachers should update themselves with the current teaching methodologies.
- The teachers should utilize maximum online and offline resources of related subjects.
- The provision of implementing EMI only for science and Maths should be developed.
- There should be organized workshops and seminars related to the implementation of EMI in schools.

CHAPTER V

CONCLUSIONS AND IMPLICATION

This chapter deals with conclusions and recommendations of the study.

Conclusions

The study was mainly concerned with finding out the practices and challenges of implementing English as medium of instruction in Nepal. Because of the increasing trend of running EMI in community schools there are many challenges to run EMI effectively at secondary level.

The first research question was basically concerned with the practices followed by the schools in implementing English as medium of instruction at secondary level. The teachers have mentioned several practices differently. In the majority of the schools, EMI has been recently implemented. Similarly, in the most of the schools, all subjects except language and social subjects have been taught through EMI. Likewise, majority of the teachers found to teach their subjects in English. Generally, EMI has been implemented in the Basic Level. Only more than a half of the teachers found their students result satisfactory. The findings portray that parent's demand was the central cause of implementing EMI in community schools. It was found from these responses that the extra money has been used in providing allowances to the teachers, purchasing teaching learning materials and managing classrooms for implementing EMI effectively. As a result, more than a half of the schools were creating burden to the parents of paying fees for implementing EMI. On the other hand, it was found that English language has not been frequently used by most of the teachers and all the students were not found to be able to take exam in English medium. However, a majority of the schools did not spend extra money in implementing EMI in their schools.

The second research question was concerned with the challenges in implementing English as medium of instruction in community schools. The teachers stated several issues, challenges and problems which are related to educational system, school administration, teachers and students and parents in implementing EMI. It was found difficult to manage subject-wise teachers for teaching through

EMI. Similarly, the most of the teachers (60%) found that it was difficult to address EMI created problems in linguistic and cultural diversity and implementation of EMI created difficulties in protecting and promoting mother tongues and local culture. There was no feasibility of implementing EMI in all subjects. Regarding the challenges related to school administration, most of the teachers found that there was difficult to manage routine for Nepali as medium of instruction and EMI and to fulfill subject-wise teachers for English as medium of instruction. at the same time. More than a half of the teachers found it was difficult to interact, discuss and write the contents in English fluently and motivate the students towards the contents. However, the most of the teachers did not find designing and developing teaching materials difficult regarding the challenge related to the teachers. The teachers stated the challenges related to the students and parents very strongly. Almost all the teachers found it was burden to the parents to afford fees to their children's study through EMI. Similarly, the students had many challenges such as low proficiency in English language, less motivation to the contents, confusing in the subject matter. They suggested that the proper policy regarding the implementation of EMI should be developed and the teachers should update themselves with the current teaching methodologies. All in all, the teachers stated the noticeable practices and challenges in implementing English as medium of instruction at secondary level which should be addressed effectively.

Implication

The recommendations of the findings have been presented under the sub-headings: recommendations in policy level, practice level and further research related.

Policy Level

The following recommendations have been made on the basis of the above-mentioned findings of the study to the policy level:

- The concrete policy regarding English as medium of instruction should be formulated.
- The issue of which subjects should be taught in English medium should be addressed from the policies.

- NCED should design and formulate the training programs to enhance the teaching proficiency of the EMI teachers.
- The concerning departments and organizations like Education and Human Resource Development Centre, Department of English Education of different universities, Education Training Centers etc. should organize physical or virtual workshops, seminars and trainings to make the teachers familiar with currently evolved teaching methodologies.
- The policy should strongly incorporate the free English medium of instruction in community schools.
- The monitoring policy should be developed and result analysis should be strongly done in each school, local body and districts.

Practice Level

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

- The school should plan for effective implementation of English as medium of instruction.
- Human resource management should be mobilized according to the teachers' proficiency in the subject matter and English language.
- The entrance exam should be taken to select the proficient students in English medium.
- The parents should be convinced about the equal value of any medium of education.
- The teachers should update themselves with the recent teaching methodologies.
- The school should facilitate ICT equipment to the teachers to utilize online and offline teaching resources maximally.
- The extra English language classes should be organized to develop suitable proficiency of English language in the students.
- The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers for providing platform to

share their experiences regarding effective implementation of English as medium of instruction.

- The schools should not launch EMI unless and until they have well classroom management and subject-wise teachers in their schools.
- The other alternative resources should be searched instead of increasing the economic burden to the parents for the effective implementation of EMI.
- The students should be provided with the opportunities to get out exposure in their learning contents.
- The project works and group works should be focused as the technique of teaching.
- The community schools should cooperate with the private schools for enhancing quality of education through English as medium of instruction.

Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

- The researchers who are interested in this study area can study on policy of MOE, CEHRD and CDC about the implementation of EMI in community schools.
- The researchers can study on the role of English medium for quality education
- The researchers can study on the role of English medium for hiring in the global competitive market.
- The researchers can study about the parents' demand of English medium education for their children.
- The researchers can carry out a comparative study on the quality of Nepali as medium instruction and English as medium of instruction schools.
- The researchers can carry out research on the reality and illusions about English medium of instruction is the symbol of quality education.
- The researchers can study on possibility of free English medium of instruction in community schools of Nepal.
- The researchers can carry out research on the impacts of EMI in mother tongues and local culture.

- The researchers can carry out research on need and importance of EMI for educational innovation in Nepal.
- They can carry out research on the value of academic qualification earned through EMI.

QUESTIONNAIRE

Appendix-I

Participant Consent Form

Department of English Education

Tribhuvan University

Challenges and Practices of English as Medium of Instruction (EMI) at Public School

- I read the participant information statement.
- I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- I understand that my participation is voluntary.
- I understand that all the collected data will be limited to this use or other research- related usage as authorized by Tribhuvan University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.

Name of Participant: Bishnu Prasad Pokharel

Signature:



Researcher. NISHA RAI

Supervisor.....

Date NOV. 11. 2022

Appendix-II

QUESTIONNAIRE FOR TEACHERS

Name of school: *Chitwan Mahavidyalaya, Narayani*

Teaching subject: *Environment population & Health*

Teaching experience: *3 years*

In order to collect the data to meet the objective of the study on "Challenges and Practice of English as Medium of Instruction at Secondary Level," you are kindly requested to respond the following questionnaire.

Set A

Questions pertaining the practice of English as medium of instruction in Nepal

Please indicate the alternative which are suitable to your school.

1. How long have you been adopting English as Medium of Instruction?
a. For 1 years b. for 2 years ☒ c. for 3 years d. for more than 3 years
2. Which of the following subjects are taught through EMI in your school?
a. All subjects except language subjects b. Only Maths and Science
☒ c. All other subjects except social and language subjects d. All subjects
3. How is EMI adopted?
☒ a. All subject teachers teach their respective subjects
b. Only some of the teachers teach their own subjects
c. English teachers teach other subjects
d. None of the above
4. In which level is EMI adopted?
a. Basic Level (1-5) ☒ b. Basic Level (1-8)
c. Secondary Level (9-10) ☒ d. All levels (1-10)
5. While teaching your subject which language do you use frequently?
☒ a. Only English b. Only Nepali
c. Both English and Nepali languages equally d. Mother tongue along with English and Nepali
6. How is the result of the students who read through EMI?
☒ a. Excellent b. Good c. Satisfactory d. Unsatisfactory
7. Why did your school adopt English as a Medium of Instruction at secondary level?
a. Students' desire b. Parents' demand c. School's desire ☒ d. All of them

8. How many students are able to take their exam in EMI?

- a. All of them
- ☒ b. More than 75% of them
- c. More than 50% of them
- d. Less than 50% of them

9. Should your school invest extra money in EMI?

- a. Yes
- ☒ b. No

If yes, for what purposes the money is used?

- a. Teacher allowances
- b. Teaching and learning materials
- c. Classroom management
- d. Any other expenses

10. Do the parents have burden of paying fees for EMI?

- ☒ a. Yes
- b. No

If yes, what is the payment method?

- ☒ a. Monthly fees
- b. voluntary support
- c. annual fees
- d. any other schemes

11. Mention any 5 important steps/practices that your school took to adopt English as medium of instruction.

- a. The parents determinant role has been ensured.....
- b. The stake holders meaningful discussion has been organized.....
- c. The teachers interaction has been organized.....
- d. There is provison of taking entrance exam of English Language.....
- e. The extra English Language classes has been organized.....

12. Mention any 5 important activities/techniques you have been applying to make teaching learning effective while implementing EMI.

- a. classroom language training has given to the subject teacher.....
- b. English environment has been created in the classroom.....

- c. The project works have been focused to motivate the students.
- d. Weekly interaction among the stakeholders has been organized
- e. Using technologies to clarify the subject matter to the students

Set B

Questions pertaining the challenges of adopting English as a medium of instruction in Nepal

Please indicate how big challenge is the given issue in adopting English as medium of instruction in Nepal.

The Challenges Related to the Educational System

- It is very difficult to protect and promote mother tongues and local culture EMI.
a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
- It is feasible to implement EMI in all subjects.
a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree
- It is difficult to address EMI created problems in linguistic and cultural diversity.
a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
- It is very difficult to manage subject-wise teachers for teaching through EMI.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

The Challenges Related to the School Administration

- It is possible to adopt EMI without collecting fees.
a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
- It is difficult to manage routine for Nepali as medium of instruction and EMI at the same time.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- It is very difficult to fulfill subject-wise teachers for EMI.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- It is very difficult to design and develop curricular materials and manage classrooms.

- a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree

The Challenges Related to the Teachers

9. It is very difficult to interact, discuss and write the contents in English fluently.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

10. It is challenging to present the lessons and examples effectively.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

11. It is very difficult to motivate the students towards the contents.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

12. It is very hard to prepare and collect the teaching and learning materials.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

The Challenges Related to the Students and Parents

13. It is very tough to understand the lessons and read the contents in English medium.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

14. It is very difficult to remind, think and perform in exam.

- ☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

15. It is not easy to get clear concept of the learnt contents.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

16. Parents cannot afford fees to their children's study through EMI.

- a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

17. Please, mention any five challenges you have faced while adopting English as medium of instruction in your class?

a. Not getting support from the School Administration

b. To enhance students proficiency level in English

c. To develop clear concepts of the subject matter in students

d. To utilize the materials from online and offline resources

e. To make the students more creative.

18. Please, mention some suggestion to adopt English as medium of instruction in Nepal?

a. The concrete language policy should be formulated by the government.

b. The schools should develop proper culture of implementing EMI.

c. Parents should take little responsibility to make EMI effective.

d. The teachers should utilize maximum online & offline resources.

e. There should be organized workshops and seminars.

Thank you for your nice co-operation

Nisha Rai

Researcher

Appendix-I

Participant Consent Form

Department of English Education

Tribhuvan University

Challenges and Practices of English as Medium of Instruction (EMI) at Public School

- I read the participant information statement.
- I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- I understand that my participation is voluntary.
- I understand that all the collected data will be limited to this use or other research- related usage as authorized by Tribhuvan University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.

Name of Participant: *Juna Moklan*

Signature: *J.m*

Researcher: *NISHA RAI*

Supervisor:

Date: *Nov 12 2022*

Appendix-II

QUESTIONNAIRE FOR TEACHERS

Name of school: *Shree Manohar Higher Secondary School*

Teaching subject: *computer*

Teaching experience: *2 years*

In order to collect the data to meet the objective of the study on "Challenges and Practice of English as Medium of Instruction at Secondary Level," you are kindly requested to respond the following questionnaire.

Set A

Questions pertaining the practice of English as medium of instruction in Nepal

Please indicate the alternative which are suitable to your school.

1. How long have you been adopting English as Medium of Instruction?
a. For 1 years ☒ b. for 2 years c. for 3 years d. for more than 3 years
2. Which of the following subjects are taught through EMI in your school?
a. All subjects except language subjects b. Only Maths and Science
☒ c. All other subjects except social and language subjects d. All subjects
3. How is EMI adopted?
☒ a. All subject teachers teach their respective subjects
b. Only some of the teachers teach their own subjects
c. English teachers teach other subjects
d. None of the above
4. In which level is EMI adopted?
☒ a. Basic Level (1-5) b. Basic Level (1-8)
c. Secondary Level (9-10) d. All levels (1-10)
5. While teaching your subject which language do you use frequently?
a. Only English b. Only Nepali
☒ c. Both English and Nepali languages equally d. Mother tongue along with English and Nepali
6. How is the result of the students who read through EMI?
a. Excellent b. Good ☒ c. Satisfactory d. Unsatisfactory
7. Why did your school adopt English as a Medium of Instruction at secondary level?
a. Students' desire b. Parents' demand c. School's desire ☒ d. All of them

8. How many students are able to take their exam in EMI?

- a. All of them
- b. ☒ More than 75% of them
- c. More than 50% of them
- d. Less than 50% of them

9. Should your school invest extra money in EMI?

- a. Yes
- b. ☒ No

If yes, for what purposes the money is used?

- a. Teacher allowances
- b. Teaching and learning materials
- c. Classroom management
- d. Any other expenses

10. Do the parents have burden of paying fees for EMI?

- a. ☒ Yes
- b. No

If yes, what is the payment method?

- a. Monthly fees
- b. voluntary support
- c. annual fees
- d. any other schemes

11. Mention any 5 important steps/practices that your school took to adopt English as medium of instruction.

- a. Extra English languages classes are given to the student
- b. Discussion with the teachers, parents & management team for EMI implementation
- c. weekly program of public speaking on English language is organised for students
- d. Quarterly analysis of improvement of EMI are done regularly
- e. Different activities for improvement of EMI are done between teachers & students.

12. Mention any 5 important activities/techniques you have been applying to make teaching learning effective while implementing EMI.

- a. weekly activities are organised for student to improve their English language
- b. Different project work are given to students to develop EMI.

- c. Daily interaction with students on English language...
- d. Discussion with students' parents about their improvement on English.
- e. Creating the classroom environment for English speaking.

Set B

Questions pertaining the challenges of adopting English as a medium of instruction in Nepal

Please indicate how big challenge is the given issue in adopting English as medium of instruction in Nepal.

The Challenges Related to the Educational System

1. It is very difficult to protect and promote mother tongues and local culture EMI.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
2. It is feasible to implement EMI in all subjects.
 a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
3. It is difficult to address EMI created problems in linguistic and cultural diversity.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
4. It is very difficult to manage subject-wise teachers for teaching through EMI.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree

The Challenges Related to the School Administration

5. It is possible to adopt EMI without collecting fees.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
6. It is difficult to manage routine for Nepali as medium of instruction and EMI at the same time.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
7. It is very difficult to fulfill subject-wise teachers for EMI.
☒ a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
8. It is very difficult to design and develop curricular materials and manage classrooms.

- a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree

The Challenges Related to the Teachers

9. It is very difficult to interact, discuss and write the contents in English fluently.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
10. It is challenging to present the lessons and examples effectively.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
11. It is very difficult to motivate the students towards the contents.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
12. It is very hard to prepare and collect the teaching and learning materials.
 a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree

The Challenges Related to the Students and Parents

13. It is very tough to understand the lessons and read the contents in English medium.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
14. It is very difficult to remind, think and perform in exam.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
15. It is not easy to get clear concept of the learnt contents.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
16. Parents cannot afford fees to their children's study through EMI.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
17. Please, mention any five challenges you have faced while adopting English as medium of instruction in your class?

- a. It was challenging to develop & design education material for classroom.
- b. I feel difficult to motivate students towards the content.
- c. It was not easy for the students to get clear concept of the content in English.
- d. It was difficult to interact, discuss & write the content in English fluently.

c. It was challenging for me to present example of any content effectively.

18. Please, mention some suggestion to adopt English as medium of instruction in Nepal?

a. Government should bring policy to improve EMI on all government school.

b. Proper training & teaching materials should be provided to teachers.

c. School should focused on giving proper training to teachers.

d. School should get subject wise teachers who can teach on English medium.

e. School should bring programme to make student more creative.

Thank you for your nice co-operation

Nisha Rai

Researcher

Appendix-I

Participant Consent Form

Department of English Education

Tribhuvan University

Challenges and Practices of English as Medium of Instruction (EMI) at Public School

- I read the participant information statement.
- I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- I understand that my participation is voluntary.
- I understand that all the collected data will be limited to this use or other research- related usage as authorized by Tribhuvan University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.

Name of Participant: Nishant Bhattarai

Signature:



Researcher: NISHA RAI

Supervisor:

Date: Nov 12, 2022

Appendix-II

QUESTIONNAIRE FOR TEACHERS

Name of school: *Shree Felling MAT-VI*

Teaching subject: *Science*

Teaching experience: *3 years*

In order to collect the data to meet the objective of the study on "Challenges and Practice of English as Medium of Instruction at Secondary Level," you are kindly requested to respond the following questionnaire.

Set A

Questions pertaining the practice of English as medium of instruction in Nepal

Please indicate the alternative which are suitable to your school.

1. How long have you been adopting English as Medium of Instruction?
a. For 1 years b. for 2 years c. for 3 years ☒ d. for more than 3 years
2. Which of the following subjects are taught through EMI in your school?
☒ a. All subjects except language subjects b. Only Maths and Science
c. All other subjects except social and language subjects d. All subjects
3. How is EMI adopted?
☒ a. All subject teachers teach their respective subjects
b. Only some of the teachers teach their own subjects
c. English teachers teach other subjects
d. None of the above
4. In which level is EMI adopted?
a. Basic Level (1-5) b. Basic Level (1-8)
c. Secondary Level (9-10) ☒ d. All levels (1-10)
5. While teaching your subject which language do you use frequently?
a. Only English b. Only Nepali
☒ c. Both English and Nepali languages equally d. Mother tongue along with English and Nepali
6. How is the result of the students who read through EMI?
a. Excellent b. Good ☒ c. Satisfactory d. Unsatisfactory
7. Why did your school adopt English as a Medium of Instruction at secondary level?
a. Students' desire b. Parents' demand c. School's desire ☒ d. All of them

8. How many students are able to take their exam in EMI?

- ☒ a. All of them b. More than 75% of them
c. More than 50% of them d. Less than 50% of them

9. Should your school invest extra money in EMI?

- ☒ a. Yes b. No

If yes, for what purposes the money is used?

- a. Teacher allowances ☒ b. Teaching and learning materials
c. Classroom management d. Any other expenses

10. Do the parents have burden of paying fees for EMI?

- a. Yes ☒ b. No

If yes, what is the payment method?

- a. Monthly fees b. voluntary support c. annual fees d. any other schemes

11. Mention any 5 important steps/practices that your school took to adopt English as medium of instruction.

- a. Meaningful discussion with stakeholders about EMI Implementation.
b. Taking Entrance exams of English language to the students who are interested in EMI.
c. Frequent Interaction between Teachers & students
d. Conducting meeting with students parents to discuss about EMI
e. Conducting different English speech, poem, Debate programs in school.

12. Mention any 5 important activities/techniques you have been applying to make teaching learning effective while implementing EMI.

- a. Using ICT to make Teaching Learning more effective.
b. Different project works are given to students to motivate them.

- c. using different teaching materials, for eg: videos, audio etc.
- d. One to one interaction with students
- e. meeting with students parents to talk about their performance.

Set B

Questions pertaining the challenges of adopting English as a medium of instruction in Nepal

Please indicate how big challenge is the given issue in adopting English as medium of instruction in Nepal.

The Challenges Related to the Educational System

1. It is very difficult to protect and promote mother tongues and local culture EMI.
a. Strongly Agree ☒ Agree c. Neutral d. Disagree e. Strongly Disagree
2. It is feasible to implement EMI in all subjects.
a. Strongly Agree ☒ Agree c. Neutral d. Disagree e. Strongly Disagree
3. It is difficult to address EMI created problems in linguistic and cultural diversity.
a. Strongly Agree b. Agree c. Neutral ☒ Disagree e. Strongly Disagree
4. It is very difficult to manage subject-wise teachers for teaching through EMI.
a. Strongly Agree b. Agree c. Neutral ☒ Disagree e. Strongly Disagree

The Challenges Related to the School Administration

5. It is possible to adopt EMI without collecting fees.
a. Strongly Agree ☒ Agree c. Neutral d. Disagree e. Strongly Disagree
6. It is difficult to manage routine for Nepali as medium of instruction and EMI at the same time.
a. Strongly Agree ☒ Agree c. Neutral d. Disagree e. Strongly Disagree
7. It is very difficult to fulfill subject-wise teachers for EMI.
a. Strongly Agree b. Agree c. Neutral ☒ Disagree e. Strongly Disagree
8. It is very difficult to design and develop curricular materials and manage classrooms.

- a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree

The Challenges Related to the Teachers

9. It is very difficult to interact, discuss and write the contents in English fluently.
 a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree
10. It is challenging to present the lessons and examples effectively.
 a. Strongly Agree ☒ b. Agree c. Neutral d. Disagree e. Strongly Disagree
11. It is very difficult to motivate the students towards the contents.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
12. It is very hard to prepare and collect the teaching and learning materials.
 a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree

The Challenges Related to the Students and Parents

13. It is very tough to understand the lessons and read the contents in English medium.
 a. Strongly Agree b. Agree c. Neutral d. Disagree ☒ e. Strongly Disagree
14. It is very difficult to remind, think and perform in exam.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
15. It is not easy to get clear concept of the learnt contents.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
16. Parents cannot afford fees to their children's study through EMI.
 a. Strongly Agree b. Agree c. Neutral ☒ d. Disagree e. Strongly Disagree
17. Please, mention any five challenges you have faced while adopting English as medium of instruction in your class?

- a. It creates difficult to protect & promote mother tongue.
- b. Difficult to manage all teaching materials.
- c. Difficulty in Designing & Developing curricular materials (managing classroom)
- d. Difficult to motivate the students towards the content.

c.....

18. Please, mention some suggestion to adopt English as medium of instruction in Nepal?

a. Teachers should be properly trained.

b. Teachers should be well known about EMI

c. Teachers should update themselves with teaching methodologies.

d. Conducting frequent meeting with stakeholders.

e. Organizing different workshops & seminars related to the implementation of EMI

Thank you for your nice co-operation

Nisha Rai

Researcher