

# CHAPTER- ONE

## INTRODUCTION

### 1.1 General Background

This research study is on the “Teachers’ Perception Towards Use of English as a Medium of Instruction in Community Schools”. Recently, many Community Schools decided to teach subjects like science, social studies, Maths, population, etc in English. Therefore, I decided to explore teachers’ attitudes towards this change.

Generally, instruction refers to the act, practice, or profession of instructing. It is a method to identify assess, activate, and build on the prior knowledge, experiences, and skills that a given group of students brings to learning in each content area. Instruction also can be defined as the methods for preparing, evaluating, and justifying instructional activities in each content area and across content areas for a given group of students. Instruction is also understood as the selection of teaching and learning strategies- such as demonstration , cooperative learning, guided oral and silent work use of journals, graphic organizers and the inquiry method- that help individual students and groups of students to see and understand varied topics and concepts. Instruction is the strategy for motivating and encouraging student success.

Johnson (1967 p.18) states “instruction is the interaction between a teaching agent and one or more individuals intending to learn knowledge that is appropriate for students to learn.” Likewise, Mc Donald (1976 p.6) defines instruction as “the action context within which formal teaching and learning behaviors take place”. In other words, it is the teaching-learning system. He points out that while teaching and learning taken separately are personality systems and their combination; instruction is a social system ([princeton.edu/perl/webwn.html](http://princeton.edu/perl/webwn.html)2011-11-28).

### **1.1.1 Role of English in Today's World**

In the world where people interact with each other across international boundaries, it is very important to have a language which is common to different places and which can be used to communicate effectively.

Colonization has played a vital role in shaping the current world; it has also perpetuated English in most nations of the world today so much, so that even if the nations do not have English as their native language they continue speaking English or using English in official work in collaboration with their native language. The reason for this is partly based on economics since the concept of market has gone international and majority of developed countries are European countries which have English as their native language, if the rest of the world has to deal with these powerful countries and then it is in their interest to adopt the English language. Keeping this in mind one can say that knowing English brings not only national opportunities to the door step but also opens new avenues on the international front. For instance, a person studying at English medium university is well versed in the English language; it would be easy for him/her to go and study abroad or work at an international firm where he/she will be able to communicate with other people better than someone who are not that well versed in English. In fact, the researcher can go to the extent of saying that a person well versed in English is more likely to get selected in an interview for a job at an international institution than someone who is not aware of this.

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

One of the other benefits of learning English is that, in Nepal, most of the private schools and universities and technical education is in English medium, hence knowing English provides one with more access to higher studies as

compared to someone who has studied in Nepali medium do not have access to better education. Hence, English fills the gap of communication between speaker of foreign countries and Nepalese people because of it; it is very easy to do the business as well.

As all of us know, English is a global and international language. This is a link language among the people in the universe so without knowing the English language we cannot survive easily in this 21<sup>st</sup> century. This is the modern age all the scientific equipments, daily use materials, technologies, products are wrapped with the instruction and way to use then in English. To acculturate in this 21<sup>st</sup> century one must or should learn the English language it is the current demand or need of people in this modern age.

#### **1.1.1.1 Importance of English**

English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are also important too, but not for the same reason English is important. English is important because it may be the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. The other languages may be important for their local values and culture.

English can be used as a contact language in any part of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable. There are various reasons for the importance of English. They are listed below:

**1) Travel:** - when a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language.

**2) Education/studies:** - the presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying, education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This again reinforces the fact that English language is very important.

**3) Correspondence:** - All correspondences between offices in different countries and also between political leaders for various countries are in English. This linking factor also tells of the importance of English language.

**4) Internet:** - In spite of the growth of internet in various languages, English is the mainstay of the internet users. This is the language in which most of the information and websites are available. It is very difficult to translate each and every relevant webpage into the language of various countries. With internet becoming very important in E (electronic) commerce and also in education, English language is bound to grow. Thus, the importance of English as a language is emphasized.

The future of English as a language is very secure. In this era of consolidation and trying to unify various aspects of life, it will not be long before English can be made as a single language of the world like the single currency and the union of various nations.

### **1.1.2 Development of English in Nepal**

The history of English language teaching in Nepal is about a half a century. The first English language education institution opened to the people in 1951. English entered in the Nepalese education system in 1854 when the then prime minister Jung Bahadur Rana opened a high school in Kathmandu. Earlier education was limited to the members of the royal and Rana family and there were not any public schools across country. After restoration of social equality

in the nation Tri- Chandra College was established in 1918. It started teaching English courses under the supervision of Patana University, India in the early fifties.

The first University of the country, Tribhuvan University, was established in 1959 which gave high priority to its curriculum in English. But after decade, a nationwide master plan known as the National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university levels of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to the University levels (Malla, 1977, p.68). The plan made English no longer a compulsory school subject but made a provision to opt for any of the United Nations languages such as Chinese, French, Spanish, and German- not necessarily English. Awasthi(1979, p.64) mentioned that majority of educators and students were in favour of “continuing English in Secondary Level”. Meanwhile, the government made its decision to “switch over from English to Nepali” as a medium of instruction in schools (Malla, 1977, p.69).

Later in 1981, Tribhuvan University brought a change in the structure of English syllabus and kept weightage of 200 marks instead of 100 to the campus level English. The University also discontinued the semester system and reintroduced the annual system of teaching and assessment (Malla, 1977).

In last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of education, pedagogies and institutions of higher learning. The school level of education consists of five years of primary, three years of lower secondary and two years of higher secondary teaching. Likewise, in tertiary level, three to four years of Bachelor’s degree , two years of master’s degree and a research based three to five years terminal doctorate degree are offered in the colleges and Universities in Nepal.

At present, out of total 31,156 schools, 30,924 are primary (99.3%), 10,636(34%) are lower secondary, 6,516 (20.9%) are secondary and 1,556(5.0%) are higher secondary level (Flash 1, 2008 -09 p.13). the total post secondary institutions constitute 456 colleges and 5 universities in Nepal (Education Statistics, 2008). The school level English course has 5 to 6 hours of teaching each week (Curriculum Development Center, 2008). At the master's and master's of philosophy level, the faculties of Education, Humanities of social sciences at Tribhuvan University and Purbanchal University offer a two-year specialization in English Education and English literature, respectively. Now, we can see English has been used in all school level and campus level as a compulsory subject. Many private schools, colleges, universities use English as a medium of instruction. They are using English textbooks and instruction by influencing the English language.

### **1.1.3 Need for English Language Teaching in Nepal**

The need of English language teaching has greatly felt in all dimensions of learning in Nepal. Jha (1987, p.76) focused that "the purpose of teaching English in Nepal can be seen as an effort to enable them[learners] to exchange their ideas and news with those who use English and the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English.....Although the majority of people in Nepal speak Nepali. It is enough for "establishing effective channels of communication with the rest of the world" (Malla 1977 p.12).

The medium of instruction in science, engineering, medicine and technical institutes in the universities of Nepal is exclusively English. More importantly, it is the only language of communication used to promote Nepal's increasing diplomatic relations with the outside world. As Malla (1977, p.16) mentioned that English is used by a "library language-language to have an access to textbooks, lectures, and journals..... on the one hand, as a language to express one's thoughts and ideas in written and academic exercise on the other. We can

see English is now used for educational and occupational purposes. In recent study, Shrestha (2008) has viewed English teaching in Nepal from the perspectives of English for specific purpose and English for academic purpose. However, there is not any extensive study or use of English in vocational professions of a doctor, engineer and other callings. From an economic point of view, English has become inevitable to foster tourism and international trade in Nepal. The urgent need of English learning has added a further dimension with growing number of English medium schools across the nation (Bhattarai & Gautam 2005). The majority of parents like to send their children to English speaking schools, those students who did not have chance to go to English speaking schools prefer joining language institutes to increase their level of English proficiency. Not only high school graduates but also college graduates prefer improving their level of English to pursue either higher study in abroad or to start a job in foreign settings.

#### **1.1.4 Medium of Instruction**

Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. Where the first language of students is different from the official language, it may be used as the medium of instruction for part or all for schooling. Bilingual may involve the use of more than one language for instruction. UNESCO considers that “providing education in a child’s mother tongue is indeed and English medium education system is one that uses English as the primary medium of instruction. A medium of instruction is the language that is used in teaching. The language used may or may not be the official language of the territory. Most schools and institutions of education in modern-day mainly English –speaking countries such as the UK, United States, Ireland, Australia and New Zealand use English as the medium of instruction. But nowadays English is becoming the medium of instruction in those countries where English is taken as a second language like India, Singapore, etc. with following the ideas of being the speaker of global language the countries which take English as a foreign language also use

English as a medium of instruction. Because a working knowledge of English is perceived as being required in many fields, professions and occupations, many states throughout the world mandate the teaching of English, at least a basic level, in an effort to increase the competitiveness of their economics (princeton.edu/perl/webwn.html2011-11-12.).

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

### **1.1.5 English as a Medium of instruction**

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

English medium education has long been associated with the expansion of English from its homeland in England and the lowlands of Scotland and its spread to the rest of Great Britain and Ireland. English is a global language. It is also a medium of instruction in several countries. So, to do instruction in English there are developed different approaches. Among them, “Specially designed academic instruction in English” (SDAIE) is one important approach.



It is a teaching approach intended for teaching various academic content (such as Social studies, science or Literature) using the English language to students. SDAIE requires the student possess intermediate fluency in English as well as mastery of their native language. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensive input. SDAIE is a method of teaching students in English in such a manner students in English in such a manner that they gain skills in both the subject and in using English (Wikipedia, The Free Encyclopedia).

The influence of the British Empire is the primary reason for the language's initial spread far beyond the United Kingdom following world war second, the increased economic and cultural influence of the United States led to English permeating many other cultures, chiefly through development of telecommunications technology.

Phillipson (2007 p.3) defines English linguistics imperialism as “the dominance asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between and other languages”. Phillipson's theory provides a powerful critique on the historical spread of English as an international language and how it continues to maintain its current dominance particularly in post colonial contexts like India but also increasingly in ‘neo-colonial’ contexts such as continental Europe as well as Nepal.

In past decade (after 2000) in Nepal, some publishing houses have started printing texts books and other educational materials prepared and written by Nepali speakers of English. The English curriculum preparation and publication is carried by the Curriculum Development Center. The Linguistics Society of Nepal, Literary Association of Nepal, The Society of Nepali English Speakers and the Himalayan Pen Society have published a handful of materials in English in past years. There are few beginner vocational and language

training Institutes such as Orbit International, Universal Language Institute to provide Basic English Courses (BEC) to young and adult learners in Nepal. “Nepal English Language Teachers Association” (NELTA) established in 1992 in Nepal. It is a Professional network of teachers, educators, trainers, researchers and materials developers of ELT in Nepal. They share their experience and expertise. NELTA has also started researched on English language teaching and learning in a close association with British Council, American Center, and Ministry of Education, Nepal. NELTA has organized an international conference in English language teaching in Nepal in 2011. But now to promote the English medium there are many publishing houses in our country own. They are printing different books and teaching materials for teaching in English medium. Government is also publishing and printing different textbooks and teaching materials in English. The curriculum which is prescribed by Curriculum Development Centre (CDC) translates into English and printed the textbooks in English. Formerly, the textbooks of English is written by Foreign writers and authors but nowadays the textbooks are written by Nepalese writers , The schools were prescribed those books and materials, but the situation is changing now there is using the Nepalese writers textbooks and materials to promote the English medium. The foreign writers book contain their culture and traditions but those books which are written by Nepalese writers contain the Nepalese culture and traditions which gives students chance to learn English in their own flavor and culture.

In the context of global education, English language teaching in Nepal has been taking its position progressively. However, a number of challenges in English education have noticed in terms of curriculum, textbooks, methodologies and use of teaching resources both at schools and at college levels. Importantly, there is not any extensive study of English Language Teaching (ELT) or English for Specific Purposes (ESP) to address the existing problems of English learning in Nepal (Shrestha, 2008, Bhattarai, 2000).

The School Level Curriculum in Nepal is designed and implemented by Curriculum Development Centre (CDC). The centre is responsible for training, implementing, evaluating and reviewing the curriculums. After the revision of literature-oriented English curriculum in 1981, the present curriculum has focused much on the oral-structural-situation approach. It has an aim of developing students' ability to use English effectively in real life situation. The Curriculum Development Centre prepares the textbooks for all school levels. Nepalese educators/experts prepare English and other subjects textbooks in all public school levels. However, private schools use textbooks approved by the CDC. The problem in textbooks prepared in the early seventies was heavy emphasis on English reading texts specially written to illustrate specific grammatical points" (Davies et al. 1985, p.25). Although the textbooks are frequently changed and revised, they are not appropriate based on diverse learners of Nepalese context.

ELT methodology may not bring desired results unless learning and teaching environment smooth and supportive for both the instructors and the learners. Irregularity (absence) of the teachers in the classroom is also seen a major problem in the public schools and university of Nepal (Khaniya, 1990. p.82).English language classes, at school levels, include frequent and considerable use of Nepali language, and students hardly get exposed to English. In private schools, teachers speak more English focusing on various language skills; however, the participation of students in English is very low. Feldman (1989, p.11) has keenly observed this situation in Nepal that a student does not speak English for even ten minutes in ten years of studying the language."Kerr (1994, cited in Awasthi, 1979, p.14) has mentioned a candid assessment of how English is taught in Nepal.

Teaching instruction consists of grammatical dissection and rote memorization of the text. This gives children no opportunity or encouragement to use the language .Further, the physical conditions of the schools and large student

number are not conducive to good teaching and learning. Teachers who are able to make additional teaching materials have no place to either store or display them. In short, ELT in schools of Nepal is in a despicable condition owing to poor physical facilities, improper teaching methods and materials.

### **1.1.6 Use of English as Medium of Instruction**

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

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

In ELT entrepreneur, there is a distinct need of English teacher training to raise English proficiency among teachers to enrich with comprehensible input. This situation has further addressed lately to some extent from the training and seminars run by NELTA and some foreign-based educational organizations

like The British Council and the American Centre. According to UNESCO report (Country Basic Information, 2006), at the primary level, about 95% of teachers have the minimum required qualifications, but only 45% are academically qualified and trained. At the lower secondary level, these percentages are 93% and 31%, respectively. At the secondary level, about 90% of teachers have the required qualifications, but only 41% are academically qualified and trained. However, this figure does not match with the report published from Ministry of Education and Department of Education of the Government of Nepal. The official publication of the Ministry of Education (Flash I, 2008-09, p.14) recorded, "the percentage of fully trained teachers in all types of schools are 67.1% at primary level, 54.0% at lower secondary level and 71.3% at secondary level respectively." Both reports show that in-service teacher training is a high priority for teachers, especially for ESL teachers, in Nepal. The Basic and Primary Education Project (BPEP) and Secondary Education Development Project (SEDP) offer in-service training to English subject teachers and other subject teachers in Nepal. Untrained teacher may not be as innovative as their trained counterparts are in Nepalese ELT world. McCafferty (1969 as quoted in Malla 1977, p.15) finds that "On average, an untrained primary teacher will get five out of six English patterns wrong and a secondary teacher will get two out of three wrong." This statement further focuses on the real need of ELT training in Nepalese schools. However, an update in this matter is further required as a research.

The English courses expose students to advanced contemporary writing, reading materials, communication and use-oriented materials. But these courses are still ineffective and do not reflect the needs of learners. They are based on some arbitrarily chosen literature focused materials. It may not appropriate to expect an English language teacher to teach students all language skills in such a big class of Nepalese context.. Next, the public higher learning intuitions, in both urban and rural settings, do not have any modern form of teaching

materials/aids like computer, TV, overhead projector, copy machines and course materials.

There are several underlying causes of students being failed in English courses such as materials, lessons, pedagogies, assessment etc. English as a second/foreign language is a demanding course of Nepalese academia. The problems of ELT have noticed in English syllabi, textbooks, policy matters, classroom environment are major components to change in Nepal (Malla 1977; McCafferty, 1969; Davies et al. 1971; Shrestha, 2008). The studies have found that there was a strong need for English in Nepal and the country needed well-trained teachers, improved textbooks, enough supplementary materials, and better evaluation system (Anderson & Lindkvist, 2000). The study by Matthies (1988) suggested English educators in Nepal to have teachers' manual, small class size, audio-visual materials, workshops, in-service training and incentives to the teacher. Advanced program packages with student centered teaching methods, materials, trainings and structural design are recommended to improve existing trend of teaching and learning English in Nepal. Mainly, English is used as an instruction in three forms.

-English is used for instruction as mother tongue.

-English is used for instruction as a second language and

-English is used for instruction as a foreign language.

The English speaking countries such as America, England, Australia, Scotland etc. adopted English for instruction as mother tongue. Their Englishes respectively call General American English, British English, Australian English and Scottish Standard English. These countries are the norm- providing countries for those countries who adopt English as a second or foreign language.

But, those countries which take English as a second language for instruction like India, Singapore, etc are norm-developing countries. In those countries, English is used as a second language as well as official language. English has

great importance there. Their medium of instruction is also generally in English along with their mother tongue from school level to university level.

On the other hand, those countries that use English language as a foreign language are called norm-dependent countries. Here, the English language has no official status. The countries like Nepal, Japan, China, etc. take English as a foreign language. In those countries instruction is run in their mother tongue and it is taught as a foreign language.

But, nowadays those countries who adopt English as a foreign language also started instruction in English medium because of the influence of world Englishes. In norm- developing countries like India, Nigeria, etc. English was developed in colonized period. These countries were colonized by English because of this reason they developed much in English.

In China, the policies of reformation and opening to foreign countries led the country into international communication of unprecedented range and depth after 1978. Now, foreign language teaching has become full of vigor and vitality. Following *Prade and Ru-Shan (1988)* as stated in *Phillipson (2007, p 30)* many (as estimated 50 million) people are currently learning English in China. At tertiary level institutions, extensive use of English is encouraged in China.

In Hong Kong there is English-dominated education system where as the reality of language use in society is Chinese dominated. Therefore, *Phillipson* and other scholars seem to recommend the adoption of bilingual education policy strengthening the teaching of Chinese and delaying the introduction of Chinese as a medium of instruction in secondary Schools until as late as possible. (*Phillipson, 2007. p. 29*)

The countries like Nepal also now has started to use English as a medium of instruction in some parts of the country in Community schools but government had not made any policy yet. But the private English medium schools are established day by day and it becomes challenge to all the community schools.

The private English medium schools had started English medium since long time ago in Nepal. Beside this, English medium is running in the institute of science and technology at university level.

Because of such global spread of English language, different English varieties have emerged e.g. Nenglish, Hinglish, Japanglish, chinglish, etc. In Nepal also as we mentioned earlier English is used as an instruction mostly in private sectors. These private sectors attract the flow of students because of their English medium. If government will not think and take the decision in time after sometimes the Community schools and universities will be closed and there will be monopoly for private sector. Or, the government will compel to give authority to private sector for education like the road transport.

So, some community schools and government aided universities are started their instruction in English to face the challenges with private sector. This is the current need as well. But how they run and what kind of manpower they will produce i.e. the important thing. Therefore, this research tries to address such issues.

## **1.2 Review of Related Literature**

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

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



all the language aspects and skills. She concluded that English as the medium of instruction is significantly better in listening, speaking, reading, writing, vocabulary and functional English whereas Nepali as the medium of instruction is better in teaching grammar.

Bhandari (2000) in his M.Ed. Thesis entitled “ Effectiveness of medium of Instruction in Teaching English in teaching English preposition: a practical study “ has concluded that the students taught through Nepali medium, performed nearly double than the students taught- through English medium. He further states that teaching English preposition through Nepali medium is far better than teaching through English medium and also suggests the teacher to- teach English prepositions through Nepali medium.

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

Uppadhaya (2011) conducted an M. Ed thesis entitled “The Effectiveness of Learners’ Mother Tongue in Teaching Grammar”. He states that the learners’ mother tongue is very effective for teaching grammar. When we use learners’ mother tongue in the English language classroom, the use of learners’ mother tongue should be encouraged. He further states that the students’ level of understanding in English grammar is increased when we use their mother tongue in the English language classroom.

All the aforementioned studies show either Nepali students’ mother tongue or English should be used as a medium of instruction for teaching English. But none tried to find out the attitudes views and perceptions of Headmasters and

teachers towards the issue “English Language as a Medium of Instruction in Community Schools”. So, I wanted to focus out my study on the issue which is now considered as a burning one in the context of Nepal. In this sense, my research work is different from those of other mentioned above.

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

The objectives of the study will be as follows:

- a) To find out teachers’ perception towards using English as a medium of instruction in Community Schools.
- b) To suggest some pedagogical implications.

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

We see private schools, colleges and universities use English as a medium of instruction but we rarely hear about using English as a medium of instruction in Community schools.

This study is significant because it aims at finding out the merits and demerits of using English as a medium of instruction in such types of Community schools. It also aims to find out changes in teaching- learning situation, progress of students and attitudes of teachers towards it, this study will be useful to all the people who are in the field of language teaching and learning, the school management committee, Headmasters, teachers and learners will be benefited from this study since they will know the effects of English language as a medium of instruction. Similarly, it will provide some benefit to concerned authorities textbook writers ,language planners, curriculum designer, methodologists and those who are directly or indirectly involved in teaching.

## **CHAPTER- TWO**

### **METHODOLOGY**

To meet the objectives of this study, the following methodology was used:

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

Both the primary and secondary sources were used to collect the data.

##### **2.1.1 Primary Sources of Data**

The primary data of this study was collected from the teachers and Headmasters of five Community schools of Tanahun and Lamjung districts. Therefore, those persons were primary sources of this research.

##### **2.1.2 Secondary Sources of Data**

Shrestha(1991),Bhandari(2000), Best and Kahn(2006),Cohen et.al.(2007), Harmer (2008), Bista (2011), Journals of NELTA, Journals of Sikchhak, other journals, reports, articles ,research studies, internet information related to the topic were used as the secondary sources of data.

#### **2.2 Sampling Procedure**

Sampling is a procedure used in research to select the representative number of population from the total population. This small group is Sample. So, the whole population is very difficult to use while collecting the data. Since, this study is limited in different criteria, a small group of people which can represent the whole population was selected, and the sampling procedure for this study was as follows:

I purposively selected Shree Saraswoti Primary School, Shree Rastriya Secondary School, and Shree Tribhuvan Higher secondary School, of Tanahun district and Shree BidhyaJyoti Secondary School, and Shree Kanti Mandir Secondary School of Lamjung district as my study area. In the same way, all the teachers of primary lower secondary and secondary and headmasters were

selected. They were altogether fifty in number. I had used purposive sampling procedure there.

### **2.3 Tools for Data collection**

A questionnaire prepared for teachers and Headmasters was major tool for data collection. Beside this, the interview was also used as a major tool. A set of questionnaire which had 23 questions was prepared for data collection. The questionnaire included the following:

- Qualification and level of teachers
- Perceptions and Opinions of teachers toward English medium
- Their views towards students' progress, etc.

### **2.4 Process of Data Collection**

The primary data of the study was collected through questionnaire and interview; the following steps were followed for the collection of data:

- (i) First of all, I prepared a set of questionnaire and interview questions.
- (ii) I went to field and build rapport with the school administration, and teachers.
- (iii) Then, I had distributed the questionnaire to the Headmasters and teachers. If they had not provided proper and satisfied answer I had taken interview also.
- (iv) I gave two days time to give answer of the questionnaire.
- (v) At the end, I collected the questionnaire from teachers and Headmasters.

### **2.5 Limitations of the study**

The limitations of this study were as follows:

- (a) This study was limited to only five Community schools of Tanahun and Lamjung districts.
- (b) It was limited to only 50 teachers of five Community schools.
- (c) It was limited the questionnaire and interview as the tools.

## **CHAPTER -THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from primary source. The main objective of this study was to find out the teachers' perception towards using English as a medium of instruction in community schools. The primary sources of this research were the Headmasters and teachers of different community schools of Tanahun and Lamjung districts. The data was collected through the questionnaire and interview. The schools include Shree Tribhuvan Higher Secondary School Manechauka Tanahun, Shree Bidhya Jyoti Secondary School Khare Lamjung, Shree Kanti Mandir Secondary School Parewadanda Lamjung, Shree Rastriya Secondary School Mayakhu Tanahun and Shree Saraswati Primary School Chisapani Tanahun. The same questionnaire was used to all the teachers of aforementioned community Schools. The attitudes, views and perceptions of teachers are tabulated and analyzed from various angles and perspectives. The data have been categorized under the following four headings:

- Description of Perceptions and Views of Headmasters' and Teachers
- Percentage of the Teachers' Views and Perceptions
- Percentage of the Headmasters' Views and Perceptions

#### **3.1 Perceptions and Views of Head Masters and Teachers**

Here, School wise perceptions and views of the head masters and teachers have been presented separately, which I had selected for data collection.

### **3.1.1 Shree Bidhya Jyoti Secondary School**

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

- **Headmaster**

According to the Headmaster of this school, he had started English medium for improving Students performance in English, learning achievement, and to fulfill the desire of parents and students. He stated that by using the English medium, the progress of students is expected to be improved. But all the teachers cannot use the English accurately and appropriately while teaching in the classroom. The Headmaster is satisfied with the result of S. L. C. while comparing before implementing the English medium and after implementing the English medium. His school does not get permission from Ministry of education to use English as a medium of instruction. To improve the quality of education through English medium, he wants to give training to all teachers in English medium and by making the English environment in school. Beside this, he wants to bring teaching materials in school which can be instrumental for effective teaching in the English language. All the guardians are positive towards school. Seventy percent students failed before the implementation of English medium and now 70% students are passed but the quality of Nepali is slowly decreasing.

According to him, nearly 70% teachers are perfect to teach in English medium. Not a single teacher is trained to teach their subject in English medium.

#### **Teacher 1**

This teacher is teaching population and English in secondary level in English medium. His qualification is an M. Ed. He has passed five years in teaching. He feels positive towards teaching. He started to teach in English medium when he was appointed. He feels the English language is easy to teach because of the need of few explanations. According to him, his students understand the content what he teaches. In his opinion, English medium is the need of this time. So, all the schools should start to teach in English medium. He uses most of the time

English while he is teaching in the classroom. He prepares for teaching by consulting dictionary, references books, teachers' guide, and many other materials. He stated that English is an international language. So, all the schools should implement it focusing on teachers' training and management of the physical infrastructures of the school.

### **Teacher 2**

This teacher is teaching health to lower secondary and secondary level. He is a young boy of 25 years old. He opined that English is required for interaction to all the foreign people. He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of time, he speaks English while teaching. Students cannot speak English fluently but they are trying to speak. He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start English medium because English is the immediate need of this age. But he has not taken any training to teach his subject in English medium.

### **Teacher 3**

This teacher teaches English and Social studies in Vidhaya Jyoti Secondary School. He is 33 years old and has master degree in English. He feels not much difficulty to teach in English medium because he had taught already in private English medium schools. He feels very excited to teach using the English medium in the school. According to him, there is a little bit difficult for students to understand the content. He tells the students to use the dictionary to understand the content and use more reference books and materials for better results. He states that his school started English medium for addressing the demand of contemporary society, and to provide quality education. Beside this, to control the flow of students towards boarding school also schools have started English medium. Preparing for the teaching, he consults textbooks, reference books, teacher's guide, and other materials. English is appropriate medium of instruction in demand so the government also should think about it.

#### **Teacher 4**

This teacher teaches English, population health at primary and secondary level. He has the 23 years of teaching experience and had started to teach in Nepali medium. Now he is in teaching in English medium. To teach in the classroom; he uses symbolic languages, drills and teaching materials to make students understand the content. According to him, his school started English medium to make students good in English. His students cannot speak English fluently. Most of the students are getting benefit through English medium. He states that English is the accurate medium of instruction. He has not taken any training to teach his subject in English medium. So the government should give training to teachers and start English medium.

#### **Teacher 5**

This teacher is teaching Maths in secondary school. He had 20 years of teaching experience. Previously, he taught in Nepali medium and now feels very difficult to teach in English medium. He states that his school started English medium for increasing the quality of education. This is the accurate medium of instruction so the government should give English education in low cost.

#### **Teacher 6**

This teacher teaches mathematics in lower secondary level. He passed master degree and took appointment as a teacher 10 years ago. He states that English medium is the better medium of instruction. He encourages the students and makes them ready to understand the content. He uses the reference books as well as teaching materials for preparation. According to him, this is the accurate medium of instruction so, this should be implemented properly.

#### **Teacher 7**

This teacher teaches science in secondary level. He passed bachelor's degree. He spent five years in teaching. He states the English medium is difficult to teach because some students' cannot understand the content easily. He sometimes translates the content into Nepali to make understand the content.



His school has started English medium for providing quality education and do compete with other competitive schools. When teaching in the classroom, he prepares lesson plan according to the content. His students cannot speak English fluently. He also argues that it helps to the students for getting higher education in English medium. To increase the quality in education, the government should start English medium in all schools.

### **Teacher 8**

Teacher '8' teaches social studies in the lower secondary and primary level. She spent 24 years in teaching. She had passed bachelor in English. She feels easy to teach in English medium because it is a famous and internationally accepted language. She teaches in the classroom by using the teaching materials. Her school started English medium for bringing improving in the standard of education. She had taken some guidance and counseling for teaching in English medium. She prepares for teaching by collecting materials and doing collaboration with co-workers. She opines that English is the appropriate medium of instruction. The government should start English medium which gives better result.

### **Teacher 9**

Teacher '9' teaches economics in the Secondary level. He is 30 years old and having the qualification of master Degree. He had passed 10 years in teaching. Previously, he started to teach in Nepali medium. Now, he is teaching in English medium. He feels difficulty to teach in English because Nepali is our mother tongue and will be easier to make understand the content to the students. His school started English medium for improving the quality of education. He mostly uses English while he is teaching. Students get benefit through English medium. Some students can speak English fluently and some cannot. He prepares for teaching with consulting notes, reference books, nets and etc. He opined that English is the appropriate medium of instruction because it is the international language. The government should start English medium for making students competent in English.

The other teachers have also similar types of beliefs, views, and opinions. This school has altogether 17 teachers but some of the teachers did not fill the questionnaire accurately so I filled up the questionnaire with interviewing with them.

### **3.1.2 Shree Rastriya Secondary School, Tanahun**

This school had started English medium in 2065 B.S. This school has altogether 17 teachers and runs English medium from nursery to class ten. The perceptions of the teachers of this school are separately described below.

- **Headmaster**

The headmaster of this school has the qualification of master degree. He is 54 years old. According to him, his school started English medium for improving quality of education and to prevent the flow of students in private English medium schools. Beside this, the parents requested forcefully to start teaching in English medium. While starting the English medium, the progress of students in English is increased and the progress of Nepali is going to be decreased. Most of teachers can teach in English and some cannot teach accurately. He is not very satisfied in teaching through this medium. His school did not take permission from government to start the English medium. To increase the quality of education in future, he wants to train the teachers, improves the physical infrastructure of the school, and manages the teaching aids and materials. No single teachers get training to teach their subjects in English medium but their qualification is appropriate for teaching in the same level.

#### **Teacher 1**

Teacher '1' of this school is teaching English and environment science in lower secondary and secondary level. He had passed bachelor degree. He had nearly fifteen years of teaching experience. In the initial phase of his teaching, he used to teach population and environment science in Nepali medium. But now he is teaching these subjects in English medium. He stated that he likes to teach in English medium because it is prestige for him. Students become motivate

towards the content. The students can speak English if we encourage them and create the English using environment. To make them understand the content he collects some materials and consults the references. His school started English medium because of the need and demand of the time, force of parents and to prevent the students overflow in private English medium schools. Students get a lot of benefit through English medium. As an English teacher, he had some training in teaching English. Similarly, he opines that English medium is the accurate medium of instruction. The government should think for it otherwise all Community schools might without a single student.

### **Teacher 2**

Teacher '2' of this school is teaching Maths and Nepali in secondary level. He has 10 years of teaching experience. He felt English medium is better than other medium because of its global spread. Students cannot understand the content properly. His school started English medium for the betterment of education. Students are highly benefited through this medium. He is preparing for teaching by consulting modern books and teacher guides. Similarly, he opined that English medium is the accurate medium of instruction so the government should start English medium with proper attention.

### **Teacher 3**

The teacher '3' of this school is teaching science in secondary and lower-secondary level. He had passed three years in teaching-learning activities. He feels easy to teach science in English medium rather than Nepali because most of the terms of science are related with Latin and English. Likewise, his school started English medium because of the global spread of the language and force of the parents. He sometimes uses the Nepali while teaching because they (students) did not understand if he totally used the English. He prepares for teaching by consulting with senior and reading in home. According to him, this is not the proper medium of instruction.

### **Teacher 4**

Teacher '4' of this school is teaching social studies in the secondary and lower secondary level. He had Passed B.A. and B.Ed. He has 15 years of teaching experience. He opined positive towards the teaching. His school started English medium with knowing the importance of the English language. He feels easy to teach in Nepali rather than English. To make students understand the content, he uses various examples, materials, and different techniques. Similarly, he opined that his school has started English medium according to the need, demand, and interest of this country. Most of the time, he uses English while he teaches in the classroom. Students normally can speak English. He has not taken any training to teach his subjects in English medium. Likewise, he states that this is the appropriate medium of instruction. Government should implement it because if students want to get higher education and want to go abroad they need English.

#### **Teacher 5**

Teacher '5' of this school is teaching science in the secondary level. He spent five years in the teaching field. He opined that he felt easy to teach in English medium. Some students understand the content easily but most of the students could not understand. His school has started English medium for quality of education. All the time, he did not use the English while he is teaching. Students get benefit through his medium of instruction. He prepares lesson plan for teaching. The government should start English medium because it is the internationally recognized and global language.

#### **Teacher 6**

Teacher '6' of this school is teaching EPH in secondary level and social studies in lower-secondary level. He has passed B. Ed. majoring in English. He felt easy to teach in Nepali medium because it is our mother tongue. To make understand the content, he reads more books, consults dictionaries, and collaborates with friends. His school has started English medium because of the demand of parents and to stop the overflow of students towards English medium schools. Most of the time, he speaks English while he teaches in the classroom. Students get much benefit-through this medium of instruction. This medium is

appropriate medium of instruction. So, the government should implement it but the government first should focus on teacher training.

### **Teacher 7**

Teacher '7' of Rastriya Secondary School is teaching Social, HPE and English in primary and lower-secondary level. He has 15 years of teaching experience. In the previous time, he had started to teach in Nepali medium but now he is teaching in English medium. In his opinion, English medium is the better medium of instruction. English medium empowers the English of students. Sometimes, he uses Nepali while teaching in the classroom. Students are highly benefited through English medium. Some students can speak English fluently and some cannot. He prepared for teaching by making the lesson plan. According to him, it is the appropriate medium of instruction because it is the global and international language.

### **Teacher 8**

Teacher '8' of this school is teaching English and social in lower-secondary and secondary level. He has 9 years of teaching experience. He feels every exciting to teach in the classroom. He feels very easy to teach in Nepali medium rather than English medium. Students feel difficulty to understand and read in English medium. He consults dictionary, reference books, and teaching materials to make them understand the content. His school has started English medium because it is the need and demand of this 21<sup>st</sup> century and to provide quality education to the students. Students are highly benefited through English medium. Some students only can speak English fluently. He did not take any training to teach in English medium. This is the appropriate medium of instruction because it is the international language and being beneficial for further or higher studies. If the government aided schools do not start the English medium the community schools will be deserted and private English medium schools will become the part of the education.

Other remaining teachers have also the similar types of views, opinions, and attitudes towards this burning issue. However, their views and perceptions are presented in the table.

### **3.1.3 Shree Tribhuvan Higher Secondary School, Manechauka, Tanahun**

This school has only the classes from six to ten. This school had started English medium since 2064 B.S. This school has many teachers who teach in college level also. The perceptions, views, and beliefs of teachers of this school are presented below.

- **Headmaster**

The headmaster of his school is principal also in 10+2 and bachelor level. He has passed M.Ed. His school has implemented English medium because of the demand of parents. He does not think much progress through English medium. All teachers can speak English fluently and teach accurately in English medium. He is not satisfied with the result after implementing the English medium. His school does not take permission from Ministry of Education to run English medium. To improve the quality of education through English medium he plans to provide training to the teachers, appointing trained and qualified teachers and emphasizing on the English environment. Because of the lack of basic knowledge of English, the results of students do not difference or do not progress. Most of the teachers are qualified for teaching their subjects in English medium. No any teachers take training to teach in English medium.

#### **Teacher 1**

Teacher '1' of this school has passed the I. Sc. He is teaching science in lower-secondary level. He has passed 15 years in teaching field. In the initial phase of teaching, he felt difficulty and uneasy to teach. Now days, he feels easy and interesting to teach. He started to teach in Nepali medium. Now, he is teaching in English medium. Students do not understand the concept while he uses English. His school has started English medium to compete with private English

medium schools. Only few students can speak English fluently. He prepares for teaching by consulting teaching manuals and materials. In his opinion, this is not an accurate medium of instruction. According to him, knowledge and content is most than the medium. He opines that the government aided schools should teach English, science, mathematics in English medium but other subjects such as social studies, moral education; HPE should be taught in Nepali medium.

### **Teacher 2**

Teacher '2' of this school is teaching social and English in lower secondary level. In the first time of teaching, he was not satisfied with his teaching. He had passed ten years in this field. He had started to teach in Nepali medium and now he is teaching in English medium. His school has started English medium because it is the important language and the demand of this 21<sup>st</sup> century. He uses both Nepali and English languages while teaching in the classroom. He opined that it is the appropriate medium of instruction because it is the demand of people. The government aided school should run the English medium gradually with training the teacher.

### **Teacher 3**

Teacher '3' of Tribhuvan Higher Secondary School is teaching mathematics in Secondary and higher secondary level. He has fifteen years of teaching experience in teaching field. He started to teach in Nepali medium. Now he is teaching in English medium. He feels easy to teach in English medium because students are unable to express their opinions, problems in English. To make them understand the content, he translates the content into Nepali. Most of time, he uses English while teaching in the classroom. Some students only can speak English fluently. He prepares lesson plan for teaching. English is the appropriate medium of instruction because it is a need of this time. He opines that the all government aided schools should follow English as a medium of instruction which helps them in their further study.

#### **Teacher 4**

Teacher '4' of this school is teaching science in Secondary level. He has passed 14 years in this field. He feels easy to teach in English medium because it is very easy to illustrate the subject matter and found many vocabularies to explain the content. He uses more teaching materials, libraries, and laboratories etc. to make understand the content. To produce creative and quality manpower and to face the challenges of this modern period his school has started English medium. He speaks Nepali also while teaching in the classroom. He has not taken any training to teach his subject in English medium. He prepared for teaching by making the lesson plan. It is necessary to teach in English medium. However, it is not the accurate medium of instruction because it is not the complete solution et al. To compete with the private English medium schools the government aided schools should start English medium.

#### **Teacher 5**

Teacher '5' of this school is teaching mathematics in lower secondary level. He has passed 20 years in this field. He started to teach in Nepali medium but now he is teaching in English medium. Some students who are top most in the class can understand the content and others cannot. He describes in Nepali if students do not understand the content. His school has started English medium for increasing the numbers of students, make easy for further study and to increase the command over English. He speaks Nepali also while teaching in the classroom. This medium is beneficial for the students for their higher studies. They cannot speak English fluently. He has not taken any training to teach in English medium. He prepared for teaching by consulting textbooks and reference books. This is the accurate medium of instruction because this helps students in further study and English is the immediate needs of this century.

#### **Teacher 6**

Teacher '6' of this school is teaching science in the secondary level. He spent five years in the teaching field. He opined that he felt easy to teach in English medium. Some students understand the content easily but most of the students



could not understand. His school has started English medium for quality of education. All the time, he did not use the English while he is teaching. Students get benefit through his medium of instruction. He prepares lesson plan for teaching. The government should start English medium because it is the internationally recognized and global language.

### **Teacher 7**

Teacher '7' of this school is teaching science in Secondary level. He has passed 14 years in this field. He feels easy to teach in English medium because it is very easy to illustrate the subject matter and found many vocabularies to explain the content. He uses more teaching materials, libraries, and laboratories etc. to make understand the content. To produce creative and quality manpower and to face the challenges of this modern period his school has started English medium. He speaks Nepali also while teaching in the classroom. He has not taken any training to teach his subject in English medium. He prepared for teaching by making the lesson plan. It is necessary to teach in English medium. But it is not the accurate medium of instruction because it is not the complete solution et.al. To compete with the private English medium schools, the Community schools also should start English medium.

### **Teacher 8**

Teacher '8' of this school is teaching English and social in lower-secondary and secondary level. He has 9 years of teaching experience. He feels every exciting to teach in the classroom. He feels very easy to teach in Nepali medium rather than English medium. Students feel difficulty to understand and read in English medium. He consults dictionary, reference books, and teaching materials to make them understand the content. His school has started English medium because it is the need and demand of this 21<sup>st</sup> century and to provide quality education to the students. Students are highly benefited through English medium. Some students only can speak English fluently. He did not take any training to teach in English medium. This is the appropriate medium of instruction because it is the international language and being beneficial for

further or higher studies. If the government aided schools do not start the English medium the community schools will be deserted and private English medium schools will become the part of the education.

This school has altogether 17 teachers. All teachers have given similar types of views, opinions, and concepts. So, I had presented only eight teachers views and perceptions.

#### **3.1.4 Shree Kanti Mandir Secondary School, Parewadanda, Lamjung**

This school has started English medium in 2065 B.S. from class Nursery to class ten. This school has used the prescribed textbooks of English private medium schools. This school has altogether 15 teachers. Now, their views and opinions have presented below.

- **Headmaster**

The head master of this school has passed B.Ed. with the age of 52 years old. His school has started school medium to open the gate for higher education for the students and to compete with private English medium schools. After implementing the English medium, the progress of students is increasing. Not all teachers can use the English properly but they are trying their best. He is little satisfied with the result of after implementing the English medium. His school did not get permission from ministry of education to teach in English medium. His plan is to select trained and qualified teachers to teach in English. After implementing the English medium, the results of the students do not progress too much. All teachers are not perfectly qualified to teach in English medium. They are trying their best. None of them has taken training to teach in English medium.

#### **Teacher 1**

Teacher '1' of this school is teaching English and science in lower secondary level. At the first time of his teaching, he felt teaching is very hard and challenging job. He has twenty years of teaching experience. He takes teaching as a job as well as a social service. He started to teach in Nepali medium. Now,

he is teaching in English medium. He feels easy to teach in Nepal medium because students are poor in English. To make them understand, he translates the content into Nepali as well. His school started English medium to improve the English of the students. Students are benefitted through this medium but sometimes they become puzzled. They cannot speak the English fluently. He has not taken any training to teach science in English medium. He prepares for teaching by consulting dictionary, books, and discuss with co-teachers. This is not the accurate medium of instruction because teachers are not qualified to teach in English medium. The government-aided schools in rural areas first should train the teachers and then only they can run the English medium and that will be effective.

### **Teacher 2**

Teacher '2' of this school is teaching science in Secondary level. He has passed 14 years in this field. He feels easy to teach in English medium because it is very easy to illustrate the subject matter and found many vocabularies to explain the content. He uses more teaching materials, libraries, etc. to make understand the content. To produce creative and quality manpower and to face the challenges of this modern period his school has started English medium. He speaks Nepali also while teaching in the classroom. He has not taken any training to teach his subject in English medium. He prepared for teaching by making the lesson plan. It is necessary to teach in English medium. However, it is not the accurate medium of instruction because it is not the complete solution et al. To compete with the private English medium schools the government-aided schools should start English medium.

### **Teacher 3**

This teacher is teaching health to lower secondary and secondary level. He is a young boy of 25 years old. He opined that English is required for interaction to all the foreign people. He gives examples for interaction to all the foreign people. He gives examples and uses materials to make the content understand to the students. Most of time, he speaks the English while teaching. Students

cannot speak English fluently but they are trying to speak. He prepares for teaching by exchanging ideas with seniors and by collecting the local materials. The government should start English medium because English is the immediate need of this age. Nevertheless, he has not taken any training to teach his subject in English medium.

#### **Teacher 4**

Teacher '4' of this school is teaching science in the lower secondary level. He spent five years in the teaching field. He opined that he felt easy to teach in English medium. Some students understand the content easily but most of the students could not understand. His school has started English medium for quality of education. All the time, he did not use the English while he is teaching. Students get benefit through his medium of instruction. He prepares lesson plan for teaching. The government should start English medium because it is the internationally recognized and global language.

#### **Teacher 5**

Teacher '5' teaches economics in the Secondary level. He is 30 years old and having the qualification of master Degree. He had passed 10 years in teaching. Previously, he started to teach in Nepali medium. Now, he is teaching in English medium. He feels difficulty to teach in English. Because Nepali is our mother tongue and will be easier to make understand the content to the students. His school started English medium for improving the quality of education. He mostly uses English while he is teaching. Students get benefit through English medium. Some students can speak English fluently and some cannot. He prepares for teaching with consulting notes, reference books, nets etc. He opined that English is the appropriate medium of instruction because it is the international language. The government should start English medium for making students competent in English.

## **Teacher 6**

This teacher is teaching Maths in secondary school. He had 20 years of teaching experience. Previously, he taught in Nepali medium and now feels very difficult to teach in English medium. He states that his school started English medium for increasing the quality of education. Approximately 70% of his teaching time, he uses English. This is the accurate medium of instruction so the government should give English education in low cost.

Other teachers of primary and lower secondary and secondary levels have similar types of experiences and views. I have interviewed and discussed with them and their views and opinions are presented as the findings.

### **3.1.5 Shree Saraswati Primary School, Chisapani, Tanahun**

This school is located in Rupakot-6, Tanahun. This school has started English medium in 2064 B.S. There are five teachers in this school with 50 students. I had taken interview with them and helped them to fill up the form. Some questions filled up me with interviewing with them. I had discussed with them and trying to find out their problem, views and options towards English medium. The views, experience and attitudes of such teachers are presented below:

- **Headmaster**

The headmaster of this school has passed S.L.C. His school has started English medium because of the demand of parents and to prevent the flow of students towards private English medium Schools. After using the English as a medium of instruction, the English of the students is progressed. Some teachers can use the English accurately and some are trying their best. His school has permission to run English medium from district education office. His plan for improving the quality of education is to provide training for teachers in English and creating disciplined and good environment in school. After implementing the English as a medium of instruction, the result of students is going to be improved. No any teachers get training for teaching their subjects in English medium.

### **Teacher 1**

Teacher 1 of this school has passed I. Ed. He teaches social, EPH and English in primary level. He spent 14 years in teaching. He started to teach in Nepali medium but now he is teaching in English medium. Students do not understand the content when he uses English. To make them understand, he translates into Nepali. His school has started English medium to produce creative and quality manpower to face the challenge. Students feel difficulty to learn in English medium. Some words and sentences only they can speak in English. He consults dictionary and discuss with friends for preparing the teaching. This is the appropriate medium of instruction because it is the important and global language.

### **Teacher 2**

Teacher 2 teaches social studies Maths in the primary level. She spent 24 years in teaching. She had passed bachelor in Mathematics. She feels easy to teach in Nepali medium because it is our own language. She teaches in the classroom by using the teaching materials. Her school started English medium for improving in the standard of education. She had taken some guidance and counseling for teaching in English medium. She prepares for teaching by collecting materials and doing collaboration with co-workers. She opines that English is the appropriate medium of instruction. The government should start English medium, which gives better result.

### **Teacher 3**

Teacher 3 of this school has passed B.A., B.Ed. she is teaching GK, Maths, in primary level. She has 16 years of teaching experience. She started to teach in Nepali medium. Now, she is teaching in English medium. To make understand the content to the students' first the teacher should be proficient in the subject matter. Her school has started English medium to produce quality and educated manpower. She sometimes uses English while teaching in the classroom. The English medium becomes difficult to teachers as well as the students. Students speak the English improperly. She prepares for teaching by consulting

dictionary and taking help from friends. This is the accurate medium of instruction because it is the global and international language. Therefore, all the government-aided schools should start it with focusing on teacher training.

#### **Teacher 4**

Teacher 4 of this school is teaching science in the primary level. He spent five years in the teaching field. He opined that he felt easy to teach in English medium. Some students understand the content easily but most of the students could not understand. His school has started English medium for quality of education. All the time, he did not use the English while he is teaching. Students get benefit through his medium of instruction. He prepares lesson plan for teaching. The government should start English medium because it is the internationally recognized and global language.

### **3.2 Percentages of the Teachers Views and Perceptions**

The perceptions and views of teachers have been tabulated under the following sub headings:

#### **3.2.1) Percentage of Teachers Involved in Teaching Field**

Twenty years	Ten years	Five years	Three years
15%	45%	25%	15%

The table shows that out of total teachers (50) selected 15% have the experience of teaching for 20 years, 45% ten years, 25% five years and 15 % 3 years. This shows that majority of the teachers (60%) have spent their fertile life in the career of teaching.

#### **3.2.2) Opinions of Teachers Towards English Medium**

Positive	Negative
90%	10%

Among them, the teachers who are positive towards English medium they are positive in these aspects:-

- a) English is the global and internationally recognized language.
- b) English is the current need of this century.
- c) English is the sign of strongest personality.
- d) Parents are demanding education in English medium.
- e) English is beneficial to the students in higher studies, etc.

But, those teachers who were negative towards English medium because of the following reasons:

- a) English is very difficult to teach because it is a foreign language.
- b) Nepali is our mother tongue.
- c) Students do not understand so it becomes the burden to the students.
- d) We should be patriotic and should love our own language.

### **3.2.3) In Which Medium did they Start to Teach?**

Nepali Medium	English Medium
80%	20%

In the previous time, there was no English medium in community schools. Because of the time and global change, community Schools are now started the English medium. Therefore, only the twenty percent new and novice teachers are started to teach in English medium. However, Eighty percent teachers are started their teaching in Nepali medium who had started to teach since previous times. Now, all of them are shifted into English medium.

### **3.2.4) Why had Their School Started English Medium?**

Because,

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



- e) English is beneficial for the students in higher studies, etc.
- f) To prevent the flow of students towards the private English medium schools.
- g) To give the quality in education.
- h) To upgrade the standard of English.

**3.2.5) Percentage of Easiness Towards English medium**

Easy	Difficult
25%	75%

As all we know, English is our foreign language. We did no use in daily life and conversation. Most of the time, we use Nepali language. English is mainly used in school area. So only, 25% teachers are felt easy to teach in english medium especially who read majoring english in University level and remaining 75% teacher feel difficult to teach in english medium.

**3.2.6) Percentage of Teachers Using English in the Classroom**

Sometimes	Most of the time	All the time
30%	50%	20%

While teaching in the classroom, only twenty percent teachers use English all the time. Fifty percent use most of the time and thirty percent teachers use English sometimes while teaching in the classroom.

**3.2.7) Do Students Get Benefit Through English as a Medium of Instruction?**

Yes	No
80%	20%

Among the group of 50 teachers, 80% respondents opine that English is a better medium of instruction and the students are taking benefit through English medium. 20% respondents opine that students did not get benefit through English medium.

### 3.2.8) Students' Fluency in English

Fluent	Broken English
20%	80%

The table shows that 20% students are fluent in English and 80% are using broken English, which do not match grammar, pronunciation, coherence and cohesion.

### 3.2.9) Is English the Appropriate Medium of Instruction?

Yes	No
70%	30%

The above table shows that 70% teacher opine that English is the appropriate medium of instruction in community schools. 30% teachers opine that it is not the appropriate medium of instruction.

### 3.2.10) Opinions of Teachers on English as a Medium of Instruction in all Community Schools

Positive	Negative
80%	20%

The table shows that opinion of teachers on English as a medium of instruction in all community schools. Among the 50 teachers, 80% are positive towards it and 20% are negative towards it.

### **3.2.11 Trainings to Teachers for Teaching Their Subjects in English Medium**

Taken	Not taken
0%	100%

The above table shows that no single teacher has taken training to teach their subjects in English medium. All teachers are untrained to teach in English medium. They do not have any training to teach in English medium.

### **3.3 Percentages of Views, Opinions and Attitudes of Headmasters**

The views and perceptions of Headmaster of aforementioned five schools have presented in the table. The headmasters are also five in number.

#### **3.3.1) Why their School has Started English as a Medium of Instruction?**

- To improve the English language.
- To prevent the flow of Students towards English private medium schools.
- Parents are demanding education in English medium.
- English is the need of this 21<sup>st</sup> century.
- To enrich the quality of Education.
- It is a global and internationally accepted language.
- It is beneficial for students in higher level\studies.
- It is a sign of advancement about School.

#### **3.3.2) Can all Teachers use English Accurately as a Medium of Instruction?**

Yes	No
20%	80%

The above table shows that, among the 4 headmasters 25% Headmasters opined that their teachers can use English accurately and 75% opined that they cannot use English accurately while teaching in the classroom.

### **3.3.3) Progress of Students After Implementing the English as a Medium of instruction**

progressed	Same\as usual
80%	20%

Regarding the case of progress of students after implementing the English as a medium of instruction, 70% Headmasters' state that the progress of students is improving and 30% opined that the condition is remain same/as usual. The students are progressing in the field of English but the quality of Nepali subject is decreased. The can speak but they cannot write accurately. However, in the case of English, they can write but they cannot speak accurately and fluently.

### **3.3.4) Satisfied Percentage of Headmasters Towards English Medium**

satisfied	unsatisfied
80%	20%

After implementing the English as a medium of instruction, 75% Headmasters are satisfied regarding the quality and standard of education but 25% Headmasters are unsatisfied towards it.

### **3.3.5) Getting Permission from Ministry of Education**

Yes	No
0%	100%

This table shows that no single school gets permission to teach in English medium from ministry of education. However, they got permission through District Education office of respected districts.

### **3.3.6) Future Plan to Improve the Quality of Education in English Medium**

- Giving training to all the teachers and prepare them trained to teach their subjects in English medium.
- Implementing the more teaching aids and materials related to English medium.
- Increasing the English environment in School.
- Managing well-equipped facilities and infrastructure for English medium.
- Appointing trained and qualified teachers to teach in English medium.

### **3.3.7) Training Got by Teachers to Teach Their Subjects in English Medium**

Taken	Not taken
0%	100%

This table shows that, regarding the case of teacher training no single teacher gets training to teach their subjects in English medium. They teach like the crow dives in the fog.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main aim of this study was to find out the teachers perceptions towards English medium in community schools. To find out the teachers' perceptions, I selected five community schools of Tanahun and Lamjung districts that adopt English as a medium of instruction. I had collected the information through questionnaire and interview. The teachers' views, beliefs and perceptions are presented, tabulated and analyzed for preparing the report.

#### **4.1 Findings**

After analyzing and interpreting the data, the following findings have been drawn:

- 1) Out of the total, seventy percent of teachers opine that English is the accurate medium of instruction. The government should start the English medium in all community schools but there should be appropriate training for teachers.
- 2) Seventy percent of teachers are positive towards English medium but they are untrained and less qualified to teach in English medium.
- 3) In the same way, almost Eighty percent teachers opine that English medium is beneficial for the students. It is base to them for higher studies but it is very difficult to them to understand the content.
- 4) Seventy-five percent teachers feel difficulty to teach in English medium but they are obliged or forced to teach in such medium, which does not become easy to them.
- 5) No single teacher has got training to teach his or her subjects in English medium. Mostly those teachers who took their Degree with majoring English in university level feel easy to teach in English but other teachers feel difficulty to teach their subjects in English.

- 6) Teachers opined that their Schools have started English medium because of the pressure of parents and to prevent the flow of students towards private English medium schools.
- 7) The standard of English is going to be improved but the standard or quality of Nepali is slowly decreased.
- 8) All the Headmasters are worried about the future of English medium in their Schools. They have prepared some work plans to improve the quality of Education in English medium.

## **4.2 Recommendations**

On the basis of aforementioned findings, the following recommendations are made:

1. Seventy Percent teachers are positive towards English medium. However, they have not got training to teach their subjects in English medium. So, there should be provided training for those teachers and the teaching aids and materials related to the English medium should be made available.
2. Mainly the primary teachers feel difficulty to teach in English medium. So, the senior level teachers should help and facilitate them in teaching.
3. Students get benefit through English medium although they feel difficulty to understand the content. Therefore, the students should be encouraged and motivated towards English. Textbooks also should be prepared in easy and simple language that helps them to understand the content. The textbook writers, syllabus designers and methodologists are also suggested to design the syllabus, write the textbooks and select the methods according to it.
4. If the government cannot train the teachers for teaching in English medium, it will be worthless to implement the English as a medium of instruction. The government should manage the physical infrastructure and teaching aids and materials as well. If the government cannot

manage the aforementioned things, it is better to teach only the English in English medium with proper care and attention and other subjects should teach in Nepali medium. If we can teach, only English properly; this will be the sufficient for the students in this present condition.

5. The Schools should develop appropriate infrastructure in the School. They should convince the parents and should be concentrated to provide quality of Education in the School.
6. The Nepali subject also should teach accurately and appropriately with giving attention. At least two subjects should teach in Nepali medium to balance between two languages.
7. The schools should take permission from Ministry of Education to run English as medium of Instruction. The government should help the Schools to run it effectively.
8. Government as well as all the agencies that are related with education should help and co-operate with the schools to improve the quality of Education in English medium. They should be responsible to improve the quality of education in English medium.

This is the research limited to only five community schools of Tanahun and Lamjung districts. So the findings of this research may not be applicable for all the schools and institutions. This research is limited only the questionnaire and interview as the tools. The other research in other areas of medium of instruction can be carried out to test the validity of this research.



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